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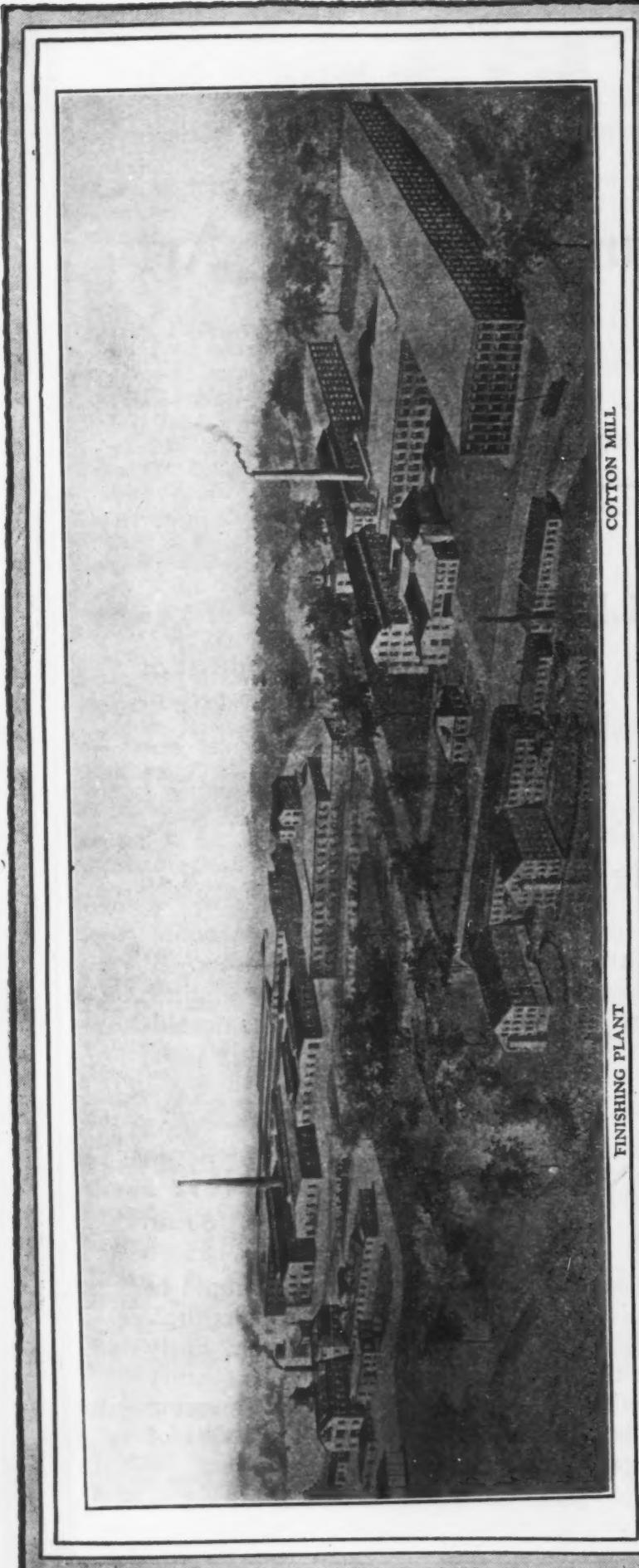
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THE AMERICAN BOOK TRADE JOURNAL

NEW YORK, JULY 31, 1926

The School Population and Its Book Bill

William M. Rockwell

Educational Department, Charles Scribner's Sons

THIRTY MILLION, over 25 per cent of our entire population, are going to school or are teaching school in the year 1926 according to the best information obtainable based upon the latest statistics. Included in this estimate are pupils in public, private and parochial elementary and high schools, students in teachers' colleges, normal schools, colleges, universities and professional schools, also teachers and professors in charge of instruction in these schools and colleges.

The total enrollment of pupils and students, according to statistics of the United States Bureau of Education, for the school year 1921-1922 was 25,670,799; for the school year 1923-1924, 27,015,303, an increase in two years of 1,344,504 or 5.23 per cent. The total number of teachers for the school year 1921-1922 was 847,622; for the school year 1923-1924, 896,307, an increase in two years of 59,185 or 6 per cent. Estimates based upon these percentages of increase and other factors, for the school year 1925-1926, which has just closed, set the present school and college enrollment at approximately 29,500,000 and the total of the teaching staff at approximately 950,000.

ENROLLMENT OF PUPILS AND STUDENTS

The tabulation below shows the distribution of this tremendous school population by groups of schools, for the school years 1921-1922 and 1923-1924 (*United States Bureau of Education Reports*).

	1921-1922	1923-1924	Increase	% Increase
Public Elementary Schools	20,366,218	20,898,930	532,712	2.6%
Public High Schools	2,873,009	3,389,878	516,869	18.3%
Private and Parochial Elementary Schools— <i>Estimated</i>	1,355,000	1,473,145	118,145	8.7%
Private and Parochial High Schools— <i>Estimated</i>	225,873	254,119	28,246	12.5%
Normal Schools and Teachers' Colleges	232,144	273,107	40,963	17.2%
Colleges, Universities and Professional Schools	618,555	726,124	107,569	17.4%
Total	25,670,799	27,015,303	1,344,504	5.23%

NOTE: In the above table the combined enrollment for private and parochial schools, 1,727,264 is an estimated figure. No complete census of the enrollment of private schools is on record. "The Directory for Catholic Colleges and Schools," just published, July, 1926, gives an enrollment for 1924 of 185,098 parochial high school pupils and 2,036,569 parochial elementary school pupils. Allowing for an approximate private school enrollment in 1924 of 500,000, it is evident that the estimated combined private and parochial school enrollment for 1924 as given in the above table should be increased by at least 1,000,000.

NUMBER OF TEACHERS, INSTRUCTORS AND PROFESSORS

	1921-1922	1923-1924
Public Elementary Schools and Public High Schools....	722,976	761,308
Private and Parochial Elementary Schools	47,410	*60,000
Private and Parochial High Schools	14,237	15,703
Normal Schools and Teachers' Colleges	10,750	13,517
Colleges, Universities and Professional Schools	52,249	56,279
 Total	 847,622	 906,807
Increase over 1921-1922		59,185
Percentage of increase		6%

*Estimated

TOTAL OF TEACHERS AND STUDENTS 1924

Total students 1923-1924 (including revised total for private and parochial schools)	28,015,303
Total teachers 1923-1924	906,807
 Total	 28,922,110
Estimated population for 1924	112,078,611
Percentage of school and teacher population	25.8%

ESTIMATED TOTAL FOR 1926

Estimated school enrollment 1926 at 5 1/4% increase over 1924....	29,500,000
Estimated number of teachers 1926 at 6% increase over 1924	950,000
 Total	 30,450,000

DISTRIBUTION OF ENROLLMENT FOR 1924

The approximate distribution of the enrollment of pupils and students into the three classifications of elementary education, secondary education, and higher education is interesting.

Public Elementary enrollment	20,898,930
Private and Parochial Elementary enrollment— <i>Estimated</i>	2,392,264
 Public High School enrollment	 3,389,878
Private and Parochial High School enrollment— <i>Estimated</i>	335,000
Preparatory Students in Colleges	61,858
Secondary Students in Normal and Teachers' Colleges—1923 figures	37,610
 Normal and Teachers' College enrollment (deducting Secondary Students)	 235,497
Universities etc. enrollment (deducting Preparatory Students)	664,266
 Total	 28,015,303

About 83 per cent attend elementary schools, 14 per cent secondary schools, 3 per cent attend higher institutions of learning. Out of every thousand of the population, 208 are attending elementary schools, 34 are high school or preparatory students, 8 are attending normal schools or colleges, while 8 more are giving them instruction.

Heavy Increase in Attendance at Higher Institutions

The striking fact shown by these tabulations is the marked increase of students attending high schools and college. The United States Bureau of Education in its June, 1926, bulletin, in commenting upon the increase in attendance in higher institutions of learning, says:

"Registration in 913 colleges, universities, and professional schools of the United States increased nearly six times as rapidly as population in the thirty-four years from 1890 to 1924. From 121,942 in 1890 the number of students in these institutions mounted to 664,266 in 1924, a growth of 445 per cent, as shown by statistics compiled by the Interior Department, Bureau of Education, published in Bulletin, 1925, No. 45. During the same period enrollment in secondary schools increased 951 per cent, about twelve times as rapidly as general population, which increased 78 per cent during this time."

"Corresponding increase appears in teaching personnel. The number of professors and teachers in colleges, universities, and professional schools of the country, exclusive of instructors engaged in preparatory departments, jumped during this time from 10,762 to 51,907.

"The largest collegiate enrollment in any one state during the year 1923-1924 was in New York, where 60,623 men and 28,370 women, a student army of 88,993, were attending colleges, universities, and professional schools. Illinois stands next with a total of 60,462, then Pennsylvania, Ohio, Massachusetts, and California. Five other states had each a collegiate enrollment of 20,000 during the year, and ten other states and the District of Columbia had more than 10,000 students each."

Summer Schools

Students to the number of 20,400 have just enrolled for the 1926 Summer Sessions of Columbia University, College of the City of New York and New York University. This is an increase of 20 per cent over the figures given for these institutions in the 1924 government report, which gave the total Summer School enrollment for the entire country as 189,943. Reports from other sections of the country indicate that the present Summer School enrollment is well over the 200,000 mark. The increase in Summer School enrollment has been phenomenal. The increase in 1924 over 1918 was 198 per cent for the men and 117 per cent for the women.

Number of Schools and Buildings

To house this immense educational army we have 913 colleges, universities and professional schools, 382 institutions engaged primarily in training teachers, 250,000 elementary schools, 20,000 high schools, 3,500 private schools and 9,000 parochial schools.

Volumes in Libraries

In the libraries of the high schools, normal schools and colleges there are over 50,000,000 bound volumes.

Cost of Education

The estimated total cost (including outlays) of education in the United States according to the Biennial Survey of Education 1920-1922 was approximately \$2,000,000,000 in 1922. In 1924 the public elementary and high school expenditure was \$1,820,743,936. The cost of education in private and parochial schools, universities, normal schools and teachers' colleges using the same method of figuring as employed by the Biennial Survey of Education in 1922 would bring the total for 1924 for all schools to approximately \$2,300,000,000. At this rate of increase the cost of education in 1926 would approximate \$2,500,000,000.

Expenditure for Educational Books

No recent figures have been compiled by the Bureau of Education on the expenditure for educational books. The Bulletin for 1924 gives the total payment for textbooks in the public elementary and high schools of states reporting as \$14,908,295. This tabulation can be accepted as complete for those states only, which provide free textbooks to both public and high school pupils and are, therefore, in a position to make full and complete reports.

A. C. Monahan in 1915 obtained for the United States Bureau of Education confidential figures from practically all the textbook publishers in the United States, giving their total sales of textbooks for the year 1913. The aggregate sales for all schools and colleges was \$17,274,030. The aggregate for public schools, elementary and high, amounted to \$14,261,768.25. The total enrollment in 1913 for all schools and colleges was 20,792,879. The annual sales for each student enrolled in all schools and colleges was 83 cents; for each child enrolled in the public schools 78.3 cents, about 2 per cent of the total cost of maintenance, support and equipment.

The expenditure per pupil for educational books has increased considerably since this report was compiled. The price of textbooks like that of all other commodities has increased since the per-war period but not in proportion to the increased costs of other school expenditures. Other factors are the increased enrollment in the higher grades requiring more expensive books and the introduction of new subjects into the course of study.

Expenditures for Textbooks in Various States

In the State of Washington, figures recently compiled by the state superintendent for the five year period ending in 1924 showed an average of \$1.21 per pupil paid for elementary school textbooks and \$1.97 paid for high school textbooks, an average of \$1.34 per pupil for both. This is an increased expenditure of 71 per cent over Mr. Monahan's per pupil average of 78 cents.

In Connecticut the State Department reports that the average expenditure per pupil for elementary books in 1924 was \$1.28 and for high schools \$2.63. This works out on the basis of the enrollment to \$1.44 per pupil for both types of books.

Twelve states, having mandatory laws requiring the furnishing of free textbooks to elementary and high school pupils reported an expenditure to the Bureau of Education for the year 1924 which shows an average of \$1.54 per pupil. The average for the different states is as follows: Delaware \$1.76, Maine \$1.87, Maryland \$1.23, Massachusetts \$1.37, Montana \$1.80, Nebraska \$1.69, Nevada \$1.99, New Hampshire \$1.61, New Jersey \$1.56, Pennsylvania \$1.55, South Dakota \$1.35, Wyoming \$2.33. The enrollment in these states aggregates 4,500,000, about one-sixth of the total public school enrollment.

The 1913 per pupil expenditure is on record for some of these states.

The expenditure for educational books in Massachusetts in 1913 was 79 cents per pupil enrolled against \$1.37 in 1924, an increase of 73 per cent. In 1913 Maine paid 96 cents, Maryland 82 cents, Nebraska \$1.00, New Hampshire 92 cents, New Jersey 81 cents and Pennsylvania 82 cents. These increases vary from 50 to 90 per cent. The Massachusetts figure is the most significant as its per pupil cost in 1913 was practically the same as the government average for the entire country.

While there is not sufficient data available on which to base an accurate conclusion, a conservative estimate would place the increased expenditures for textbooks at from 60 to 75 per cent per pupil over the expenditure in 1913.

College Textbooks

It is difficult to estimate the amount of money paid for educational books by students in higher institutions of learning. Many of the college catalogs give an estimate of the cost of books per year to the students. Reports from these catalogs

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and estimates obtained from other sources on this expenditure from a number of representative colleges are as follows:

University of Chicago	\$25-\$40	University of Illinois	\$25-\$75
Harvard University	\$40	Indiana University	\$10-\$25
University of Texas	\$25-\$40	Williams	\$30
University of Wisconsin ...	\$30-\$40	Columbia	\$25-\$40
University of Arkansas	\$20-\$40	University of Pennsylvania.	\$40
Ohio University	\$30-\$35	University of Michigan ...	\$35-\$50
Ohio Wesleyan	\$25-\$40	University of Virginia	\$25-\$35

For law and medical students the estimate is \$40 to \$70 per year

College students, however, buy second-hand books, use library copies, and naturally try to reduce their book bills to the lowest possible figure. These estimates are unquestionably higher than the amounts the student actually spends. They are more significant in showing the possibilities of the market for educational books in higher institutions.

Estimate of Total Expenditure

What is the total amount paid by all these schools, colleges and teachers per year for educational books? It can be determined only approximately. The total educational business accurately figured in 1913 showed a per student cost of 83 cents per book for all schools and colleges. With the present estimated enrollment of 29,500,000, the total educational business at 1913 prices would amount to \$24,500,000 today. At an increase of 60 per cent to cover the increased costs of book equipment, the figure would reach \$39,000,000. At a 75 per cent increase, it would amount to \$43,000,000. This figure would not represent the actual amount paid by students as this would be exceeded by from 10 to 25 per cent in public schools where books are not furnished free to pupils, and in other schools and colleges where books are not furnished at cost.

Using round figures and dividing our estimated 1926 enrollment into 28,000,000 elementary and high school pupils, 1,000,000 teachers and 1,000,000 students in colleges, universities and normal schools, if we estimate the educational book expenditure at \$1.35 per individual for elementary, and high school pupils (including teachers), and at \$5.00 per individual (exclusive of second hand book purchases) for students in colleges and higher institutions of learning, we reach a total of \$39,000,000, for the first group, and of \$5,000,000 for the second group, or a grand total of \$44,000,000.

The total bill for school and college textbooks paid by our 30,000,000 school population evidently ranges between \$40,000,000 to \$50,000,000. Even at \$50,000,000 this expenditure is a relatively small amount, hardly 2% of the total annual expenditure of our schools and colleges for all the items that enter into their support and maintenance. With the rapidly increasing enrollment, particularly in the higher institutions, with the enlarging curriculum and the longer school period, with the broader interest taken in education generally and the demand for the introduction of better books, this school population will inevitably require larger and larger appropriations for books to meet its new and increasing educational needs.

Connecting Arithmetic With the Child's Everyday Experiences

By David Eugene Smith, LL.D.

Emeritus Professor of Mathematics, Teachers College, Columbia University

THE purpose which seems to have guided writers of textbooks on arithmetic two generations ago was to make the subject hard and uninteresting. It was believed that long and difficult

problems would occupy the time of the pupils sufficiently to keep them out of mischief, and it was hoped that their youthful minds would be strengthened by these mental gymnastics. In neither of these

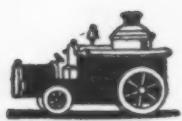
AT THE TOY STORE



Box of Tricks
80¢



Large Ball
60¢



Fire Engine
\$1



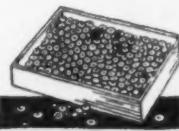
Dominoes
40¢



Steamship
90¢



Blocks
40¢



Beads
80¢



Singing Tops
20¢ each

1. If you wish to buy the box of tricks, and have only 50¢, how much more money do you need?

2. Suppose that you have 40¢ and your uncle gives you 20¢ more. Which toy shall you then have just enough money to buy?

3. If you have 80¢, you can make four choices of one or two toys. Name all the choices.

4. If you have \$1, and buy the steamship, how much do you have left?

5. If you have \$1, and buy the beads, what else can you buy with what is left?

6. If you have 75¢, and buy the blocks, how much do you have left?

7. If you had \$1 to spend for toys, what ones would you buy?

Illustration No. 1. From the Smith-Burke Arithmetics—Ginn & Co.



Athletic Records. The table below compares various world records in amateur track and field events with performances in these events in recent meets:

EVENT	WORLD RECORD	RECENT MEETS
Walking, 3 mi.	20 min. 25.8 sec.	21 min. 50.1 sec.
Running, 100 yd.	9.6 sec.	10 sec.
Running, 220 yd.	20.8 sec.	22.1 sec.
Running, 1 mi.	4 min. 10.4 sec.	4 min. 17 sec.
Relay race, 1 mi.	3 min. 16.4 sec.	3 min. 21 sec.
Standing broad jump	11 ft. $4\frac{7}{8}$ in.	9 ft. $5\frac{1}{4}$ in.
Running broad jump	25 ft. 3 in.	24 ft. 6 in.
Hammer throw	189 ft. $6\frac{1}{2}$ in.	158 ft. $9\frac{3}{4}$ in.

Many world records are held by American athletes.

ATHLETIC RECORDS

1. Find the difference between the world record and the time in recent meets for the 3-mile walking race.
2. As in Ex. 1, find the difference for each running race.
3. As in Ex. 1, find the difference in distance for each of the jumping events and for the hammer throw.

Illustration No. 2.

particulars was the scheme a success. The fact that the problems themselves were usually good for nothing in actual life never seemed to disturb anyone, as will be seen from the following types taken from one of the most widely used textbooks of the period.

When silver is worth in England 67d. per oz., fine, what sum of money in the U.S. silver coinage of 1853 is equal to 20 shillings, or £1 sterling?

A man bought calves, sheep, and lambs, 154 in all, for \$154. He paid \$3½ for each calf, \$1½ for each sheep,

and \$1½ for each lamb. How many did he buy of each kind?

The memory of intellectual tortures of this kind still lingers in the minds of many people and is used by them as a standard by which to judge the arithmetic of today which has substantially forgotten their existence.

Coming down another generation, the guiding principle seems to have been to make the problems a little more real but to select them from all sorts of fields, the more the better, with no regard to whether or not they were real to the pupil or to

whether or not the statements were too absurd to be conceivable. The following is a type selected from a leading textbook of that period:

If 5 horses eat as much as 6 cattle, and 8 horses and 12 cattle eat 12 tons of hay in 40 days, how much hay will be needed to keep 7 horses and 15 cattle 65 days?

The modern arithmetic seeks to apply as early as possible the simple operations to problems that shall be as real to the children as those of the stock market are to the investor. For example, let the reader compare with any problems of his primary school days a selection from a recent book for children in Grade III, observing the natural use of the two simplest operations and the interesting opportunity

offered by Ex. 7 for the display of judgment. (*See illustration, page 306.*)

The old idea of adding and subtracting fractions like $\frac{1}{2}$ and $\frac{11}{12}$, which no one ever used; or decimals like 4.0071 and 2.56, which would never occur together in any practical example; or 2 rd. 3yd. 2 ft. 7 in. and 1 mi. 7 rd. 9 in., represents another type of problem of the earlier books that has now been generally abandoned in progressive schools. Instead of these cases the modern book seeks to present not only actual problems of the present time but such as the pupil will wish to solve even if he is not under any compulsion to do so. The following is typical of the work in our best types of intermediate arithmetics. (*See illustration, page 307.*)

The use of the graph in business and

Tom took a test in arithmetic every week for 10 wk.
His scores for the number of "rights" in these tests, beginning with the first week, were as follows: 24, 26, 34, 30, 36, 36, 38, 44, 42, 46. Represent Tom's progress in arithmetic by means of a broken-line graph.

John was out of school one week because he was sick with the mumps. On Monday noon the doctor called, and took John's temperature by placing a small thermometer under his tongue. Instead of being 98.6°, which is the temperature of a healthy person, John's temperature was 99.6°; and so the doctor said it was 1° above normal. He asked John's mother to take the temperature at 8 A.M., noon, and 8 P.M. each day. She did so, and kept the record on a temperature chart, which is usually made on specially ruled paper like that here shown. On Thursday evening, when the doctor called, he looked at the chart, and said that the temperature was so nearly normal that John would be all right the next day. From the chart find John's temperature at 8 A.M. and at 8 P.M. on Tuesday and on Wednesday; at noon and at 8 P.M. on Thursday; and at 8 A.M., noon, and 8 P.M. on Friday.

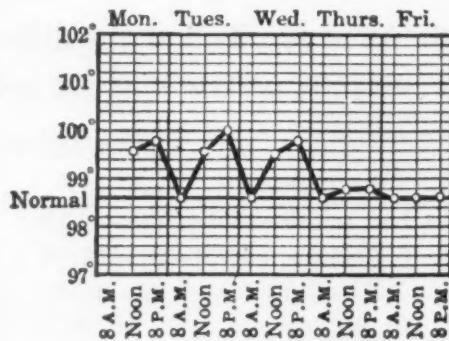


Illustration No. 3.

advertising is so general in our country that our arithmetics properly include the subject in their offering. It is interesting, moreover, to see how skilfully they introduce it, connecting it first with the records of the pupils themselves, next with temperature charts, and finally with various other subjects within the intellectual horizon of the learners. The preceding example is typical of the work now being done. (*See illustration No. 3.*)

The chief purpose of arithmetic is, of course, computation. Pupils often make a poor showing in business because they cannot add, subtract, multiply, and divide accurately and with reasonable speed. Therefore much more attention is being given to simple calculation than was formerly the case. In addition to such work, however, arithmetics have a further duty—

to give problems that pupils actually need in daily life, to frame these in such a way as shall make them seem real and interesting to the successive school grades in which they will be studied, and to teach the pupils their duty to the government, to the community, and to the households of which they are members. A single illustration of the introduction to the subject of thrift will suffice to indicate the modern spirit shown in this work. (*See illustration No. 4.*)

It is the spirit shown in problems and discussions of this kind that is making arithmetic much more full of interest and meaning in the schools of today than it has ever been before, taking it out of the field of drudgery and impracticality, and placing it well up among the subjects that pupils feel to be worth their earnest study.

Formerly people hoarded their savings in hidden places about their homes. Now they usually invest money that is not needed for immediate use, so that it will not only be safer than when kept at home but will also bring in an income. Unfortunately, some fraudulent investments are offered to the public, while others are so risky as to be undesirable. There are, however, many types of investments that are perfectly safe. It is well to remember that, in general, if the rate of income offered by any form of investment is larger than the current rates on sound investments, there is usually a greater risk of losing the money put into it.

We should learn how to distinguish between good investments and bad investments, so that we may invest wisely whatever money we may be able to save. Hundreds of millions of dollars are lost in this country every year through unscrupulous promoters of worthless stock, despite such laws as have been passed by many of our states to prevent the sale of fraudulent stocks.

Buying stocks *on a margin*, which means that the purchaser pays only a small amount down and hopes that the stock will rise so that he can then sell it at a profit, is a very dangerous way to invest money. The stock may go down instead of up, and, if it goes down as many dollars as he paid, he will lose all that he put in. He also, of course, must pay the brokerage charges, whether he wins or loses, and so buying stocks in this way is a gamble. Never gamble in stocks; the chances are against you.

Illustration No. 4.

The Humanizing of Latin

By Benjamin L. D'Ooge

Professor of Latin in the Michigan State Normal College

LEIBNITZ, the great German philosopher, said "*Natura saltum non facit.*" With equal truth he might have said "*Doctrina saltum non facit,*" for there is an educational as well as a natural evolution. Curricula, methods and text-books are neither the product of an inventive brain nor the creation of an hour, but the expression of what men believe to be the best educational ideals of their day and generation.

During the Middle Ages when Latin was the only medium of communication for church and state, the language was not studied for its literary value but for its practical use, and all educational efforts were directed toward its mastery as a living speech. But with the Renaissance all this was changed. Modern languages and literatures began to develop and Latin became a dead language. Having been driven from its throne as the popular learned speech, it must needs resort to some other stronghold in order to maintain its place in education. This necessity gave rise to the so-called doctrine of formal culture which held unquestioned sway until the recent past. According to this doctrine the chief argument for the study of Latin was its effect on the development of the mental faculties. Thus an ardent French believer in formal culture says "If on going out of the lycée the graduates should bathe in the Lethe, causing them to forget all that they know of Greek and Latin; should they be allowed to keep only the cerebral development gained and the tendencies acquired, their forgetting would in no way prove the uselessness of the ancient classics."¹

When we of the older generation began the study of Latin the doctrine of formal culture had scarcely been shaken and our text-books reflected on every page the object

in view. Less than sixty years ago we had no beginner's Latin books and the attack began on the grammar with special emphasis on minor matters of detail. Exceptions were the grand prizes and the more exceptions the better the rule. Practically a whole year was spent on learning forms which were put to no practical use, for we did no reading. To this day I can remember isolated and unusual forms that I have never met in any author and lists of exceptions that I have never had to use. The learning of forms was followed by the study of syntax with the same attention to the unimportant and unessential, accompanied by the reading of classical selections much too difficult and altogether lacking in youthful appeal. When I think of those days I can appreciate the feeling that prompted Heine to say that if the Romans had been obliged to learn Latin, they would never have conquered the world, and can understand the jesting protest of Dr. Arnold that the subjunctive was made for man and not man for the subjunctive.

Against such rigorous training with such barren results, revolt was seen, a revolt which was hastened and stimulated by the newer and truer conception of the constitution of the mind and mental processes. At present the doctrine of formal culture, if not dead, is at least decadent and in its place the doctrine of human interest is generally accepted as the foundation of modern pedagogy. This doctrine maintains that the mind grows only on what it digests and that interest in a subject is essential to rapid and successful progress.

There is not a study in the curriculum that has not been affected by the change from the old doctrine to the new; and Latin especially, in its aim, its methods and its text-books has been remarkably vitalized and humanized. This becomes especially clear if we compare the old begin-

¹ Bréal, "L'Enseignement des Langues Anciennes," p. 67.

ner's books with the new ones. The mere fact that books of this character began to appear marks the beginning of a gradual swinging away from the old doctrine of formal culture to the new one of human interest; but, as was to be expected, the first ones still show a marked adherence to the essentials of the old belief. Perhaps the most important concession to the new doctrine was the abandonment of exclusive study of grammatical forms and the early

introduction of translation of complete sentences with collateral work in syntax. An excellent and one of the earlier examples of this kind of a book is Jones's "First Lessons in Latin," published in 1877. It is divided into lessons consisting of references to the grammar for the study of forms and syntax, a vocabulary and two exercises of disconnected sentences, the one of Latin sentences to be translated into English and the other of English sentences

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LATIN LESSONS.

Reading Selection.*

218. Translate into English, studying each sentence in the order of its words, as directed in 115 : —

Antiquissimis temporibus Sāturnus¹ in Ītaliā vēnisse² diciatur. Ibi haud procul ā Iāniculō³ arcem condidit eamque Sāturniam appellāvit. Hic Ītalōs pīmus⁴ agrī cultūram docuit. Posteā⁵ Latīnus in illīs regiōnibus imperāvit. Sub hōc rēge Trōia⁶ in Asiā ēversa est.⁷

Hinc Aenēās,⁸ Anchīsae⁸ filius, cum multis Trōiānīs, quibus

* From this point on, the special vocabularies will be omitted, and the pupil will find the meanings of new words in the general vocabulary at the end of the book. The intelligent use of a general vocabulary, as an introduction to learning how to manage a large lexicon, cannot be acquired too early.

¹ Saturnus, according to Roman tradition, came to Italy when its original inhabitants were still in an uncivilized condition, and became their king. He civilized them, and had so prosperous a reign that the period was ever after known as the "Golden Age." Saturnus himself was deified, and, when the Romans adopted the Greek gods, was identified (or more properly confused) with Κρόνος. The name **Sāturnus** is derived from **serere**, to sow, plant (participle **satus**).

² See A. & S. 534; A. & G. 330 a, 1; G. 528; H. 534, 1.

³ See map, p. 105, 3 D.

⁴ See A. & S. 557, 1; A. & G. 191; G. 324, R. 7; H. 442.

⁵ Before looking up in the vocabulary a word which you have never seen before, always try to infer its meaning from some knowledge which you already possess. Thus, knowing **post** and **ea**, you should be able to translate this adverb **posteā**.

⁶ According to the legend, the Trojan prince Paris was made referee in a contest among the goddesses Juno, Minerva, and Venus as to which was the most beautiful. He decided in favor of Venus, who, to reward him, promised him the most beautiful woman in the world as his wife. This was Helen, the wife of Menelaus, of Sparta in Greece. Paris carried off Helen to Troy, and the Greeks rallied round Menelaus, sailed to Asia, and laid siege to Troy, which they captured and destroyed after a ten years' war. **Aeneas**, the son of Anchises and Venus, was the most prominent of the Trojans who escaped death at the hands of the Greeks. For the situation of Troy, see map, p. 181, 7 C.

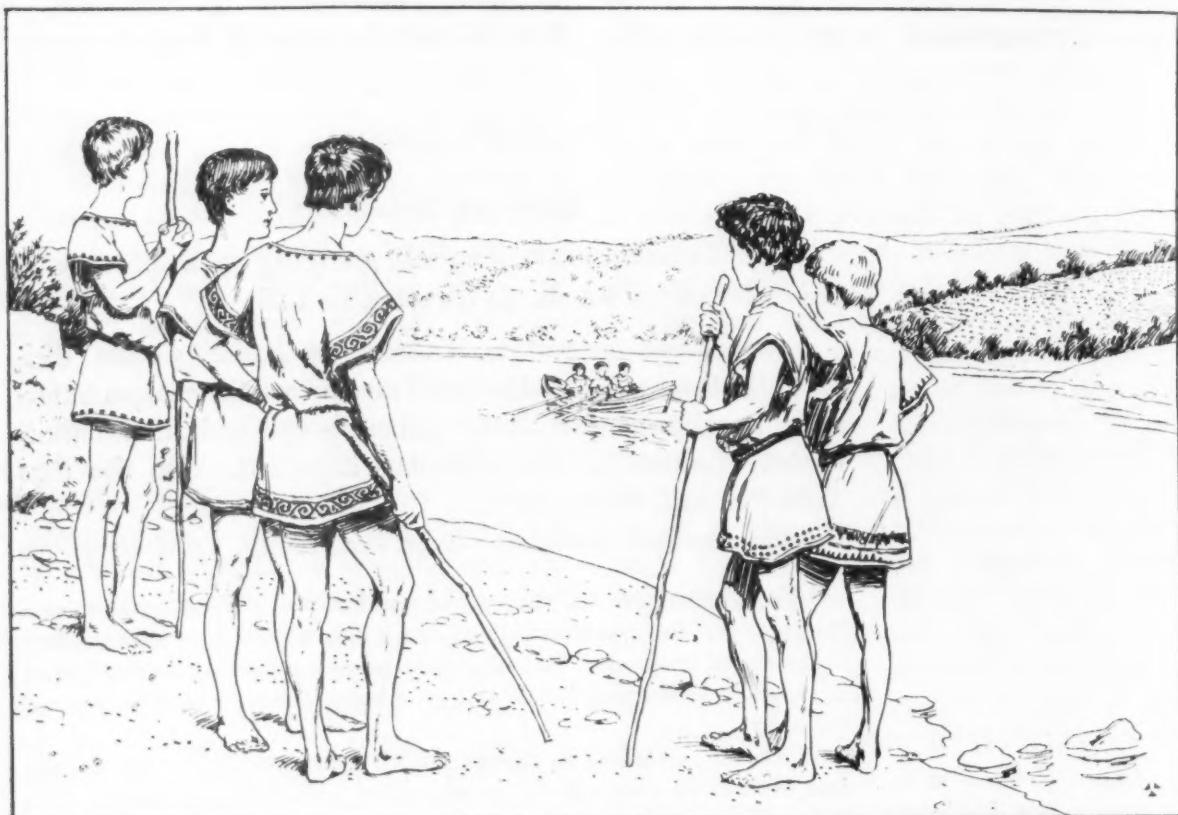
⁷ When thus unemphatic, **est** loses its **e** in pronunciation after a word ending in a vowel or in **m**. Hence we say **ēversa'st**.

⁸ For the declension of these Greek names taken into Latin, see A. &

Facsimile of a page from a beginner's Latin book published in 1893.

to be translated into Latin. Practically all the forms and constructions of the language are included, the vocabulary is extensive, much longer than even the most ambitious pupil can master in a year, there are no illustrations and no connected Latin except for a few pages at the end of the book which are of little value because no class is likely to reach that point in the

forms; the limitation of syntax; the choice and extent of vocabulary; the character, content, and position of the reading matter; the use and kind of illustrations; the introduction of work in word derivation; the organization and presentation of material; and the typography and make up of the pages. I will discuss briefly each of these points.



Pen and ink illustration, "Junior Latin Lessons" by D'Ooge and Roehm (Ginn)

allotted time and because the Latin is too difficult. Despite its faults, however, this book met with great success and marks an epoch in the making of Latin text-books in this country. In 1886 Collar and Daniel's "Beginner's Latin Book" appeared. These authors had the courage to divorce their work entirely from the Latin grammar including in the lessons all needed material in forms and syntax. This was a momentous step and marks another notable advance in beginners' books. There was still present, however, a great excess of forms, syntax, and vocabulary, a lack of illustrations and a deficiency of easy and interesting reading material especially in the earlier stages of the work. From that day to the present notable progress has been made in humanizing Latin especially in the following directions: the restriction of

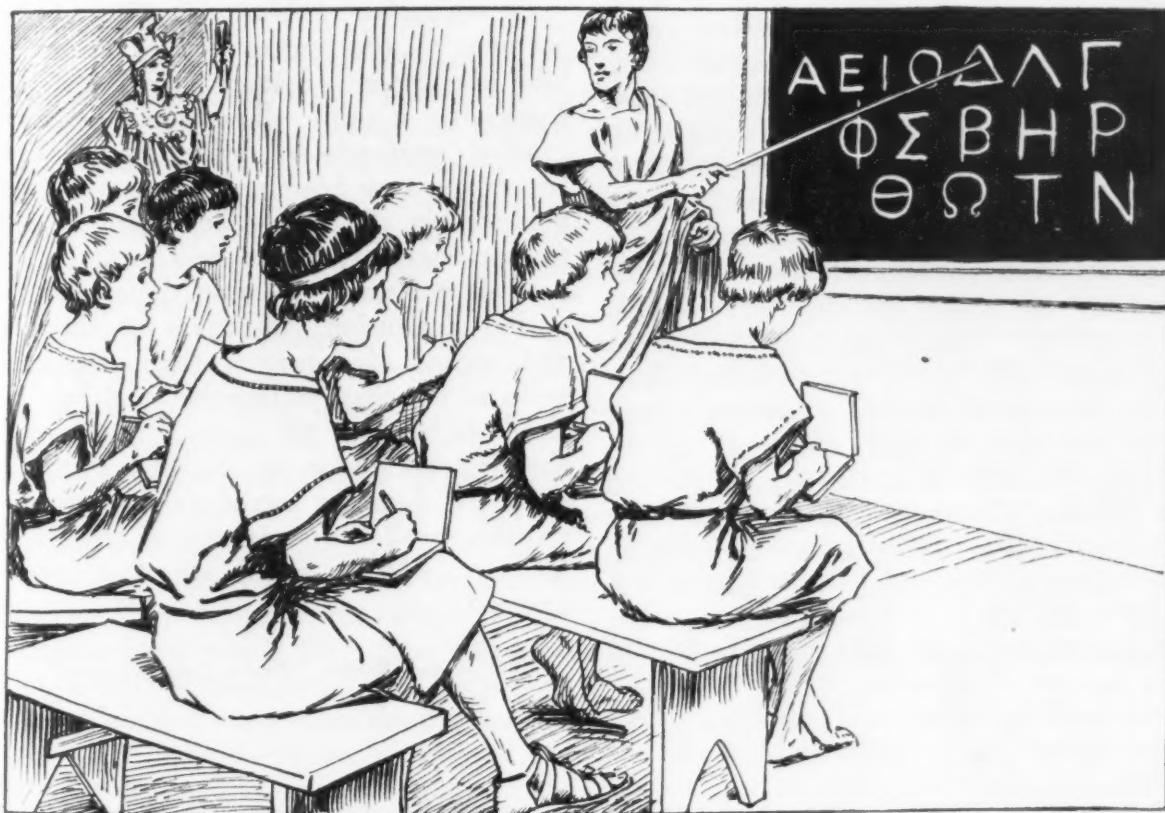
Forms. Under the old régime forms were learned for mental discipline with special emphasis on the rare and irregular, now forms are learned to be used, and only those are included that are common and regular. Also such matter as the minor details of case, mood and tense formations, and the subtleties of phonetic changes, a welcome field to the old disciplinarian and a source of misery to his pupils, are left severely alone.

Syntax. The attempt to cover practically the whole field of Latin syntax with a class of beginners can end only in disaster. This seems so obvious now that we wonder that the limitations of syntax to the common, the essential, and the regular came so late. Probably one reason was that no reliable data were available to determine what might safely be omitted. This was

remedied in 1909 by the publication of "Syntax of High School Latin," by Dr. Lee Byrne and fifty collaborators. This book has made it possible to relegate the different constructions to the several years of the secondary school course with considerable confidence. Instead of an unsuccessful attempt to master over a hundred constructions during the first year, the beginner is now asked to learn less than fifty.

Vocabulary. The early beginners' books did not hesitate to demand the learning of a thousand or more words many of which were not common. Now the number has been reduced to half that number. To

Reading Matter. Probably in no other point has beginner's Latin been more humanized than in the character, content, extent, and position of the reading matter. As mentioned above, the early beginners' books contain no connected reading matter. There is a dreary succession of isolated sentences, meaningless, pointless and containing not a shred of human interest. Perhaps the book closes with a few pages of Caesar or some other classic author, material little calculated to inspire and interest young children and probably much too difficult for them to read. But the great Ritschl's rule for mastering Latin is still the best: "*Lesen, viel lesen, sehr viel lesen,*



Pen and ink illustration to give a Latin book more human interest

choose words on a scientific basis and not as suggested by ignorance or caprice was made possible by the publication in 1909 of Professor Lodge's "Vocabulary of High School Latin" and by the preparation of other reliable word lists which show the relative frequency with which words are used in the best known Latin classics. By following such lists the five hundred words assigned for the work of the first year constitute the foundation of Latin vocabulary.

sehr viel viel lesen"; and holding that the primary, immediate objective of Latin study is not mental discipline, but learning how to read, we are now giving our students connected Latin narrative at the earliest possible moment and, in the words of the "Report of the Classical Investigation" (p. 127), we are making it "abundant, repetitive, simple and varied in form, attractive in its content, and carefully adapted to the capacity of young boys and girls." Nor is the Latin dialog neglected nor the use of

oral Latin, nor the use of Latin plays. In all this we have quite abandoned the fetish that the only good Latin is classic Latin and we do not hesitate to manufacture the material that we need. Here, however, we are only imitating the schoolmasters of England, Germany and France, who have preceded us in the practice by many years. The most suitable subjects for the reading matter have been found to be famous myths, notable achievements of ancient characters, important events of antiquity, and scenes of Roman private life. With such material supplied in abundance the interest of students is never allowed to flag.

Illustrations. In striking contrast with the past is the wealth of illustrative material with which our Latin books of today are filled. The primary purpose of these pictures is not to make the books beautiful, altho that in itself serves to make Latin more attractive; but is educational. In a properly illustrated beginner's book there will be some pictures of Rome and the Romans to create the necessary Roman atmosphere. More numerous and more important will be the pictures that illustrate the reading matter. How much more real and vivid becomes the story of the gallant Horatius defending the bridge and of Brutus, the stern consul, condemning his own sons to death, when accompanied by pictures illustrating the scenes. A book¹ published a few weeks ago for Junior High Schools shows a still different

type of illustration. Children wrestling with the difficulties of a foreign language at that early age need all possible help. The pictures accompanying the stories and dialogs, of which those shown above are examples, perform a real service in teaching vocabulary and in the interpretation of the text.

Word Derivation. A stock argument for the value of the study of Latin is that it increases the knowledge of English, but only recently have the beginner's books included work on word derivation. To this some of the best add related English words in the Latin vocabularies.

Organization of Material. Of vital importance to the humanizing of Latin has been the better organization of material. Especially is this shown in the more gradual approach to difficulties. I have before me two beginner's books: one was published in 1893, the other in 1921. The former covers the following forms in the first eight lessons: the first declension, the second declension, adjectives of the first and second declensions, three tenses of verbs of the first conjugation, and half the third declension; the latter presents only the first declension in the first eight lessons, and does not introduce the third declension until the beginning of the second semester. What could afford a greater contrast!

¹ D'Ooge and Roehm, "Junior Latin Lessons."



Trends of Musical Education in the Schools

By Arthur E. Ward

Director of Music in Montclair, New Jersey

ONE of the most interesting studies in the entire field of educational development is the history of methods and materials for teaching vocal music in the schools.

At the present time the condition of musical education in the schools is in a state of great uncertainty. This in spite of the fact that there is a great body of Music Supervisors, authors and educators striving with the utmost sincerity to improve it. America has always had a vital interest in music. Music has been a strong factor in our material and spiritual life. There are many who think that the reactions from teaching music in the schools are not all that they should be, and that the interest in music and the standards of music are gradually growing lower.

The development of music from the early days to the present time is easily followed and present day musical conditions are just as easily explained.

When the different nationalities came to America they brought the songs of the countries from which they came and sang them as part of their lives. All the nations from which they came were singing nations, England, France, Germany, Spain, all had their national songs, their folk songs, their hymns and other religious songs, and there was a natural tendency for each nationality to sing the songs of the other nations as they mingled and merged. Here was the basis of music education which should have been utilized in making America the foremost musical nation of the world. Here was America's musical opportunity, weaving the living folk songs and others of the best songs of the different nations into a new musical nationality. This would have been the fusing of the best of each into a unified whole.

There were two movements, however, each wide spread and fundamental which

changed the natural course of musical development. *First*, the country singing school; *second*, the introduction of music into our public schools.

The singing school used as its basis, songs and musical exercises written for the most part by American musicians of purely local prominence, overlooking the great wealth of the songs of the people which had been brought to America from many countries. It is true that these rich and beautiful songs were sung a great deal by their own nationalities and many of them came into general use, but they were not made the basis of the study and practice of the singing school which by this time had become a national institution.

The singing school was a unique institution. *It had as its real object learning to sing, not studying music.* It served a legitimate purpose: Those attending the singing school learned to read music, or endeavored to do so after a fashion. Here was the first big opportunity to make music a real social factor, for the singing school, of those days, was largely a social function. As we look back we can see that if only the best songs had been sung the work of the singing hour would have been extended into the homes and there would have been the right influence of one upon the other, thus making a sound foundation for genuine musical development.

Then came the introduction of music into the schools. The mistakes and shortcomings of the singing school were carried over to the public schools. Instead of using more real songs, a greater development of technical work was established at the expense of real song singing. Instrumental teachers, that is of piano, violin, organ, etc., were employed as music supervisors because vocal teachers were not generally available. Also the teachers of

vocal music had not risen to the so-called dignity of the profession. In many cases it was the church organist or the local piano teacher who was engaged to carry on the work. In this way the teaching fell into mechanical methods of presentation and practice. Again the natural thing happened, authors and publishers wrote exercises and songs to meet the technical demands of their methods.

The basis thus worked out has in one way or another been employed in every series of musical textbooks that has been brought out since those days of early experiments. While some of the newer systems contain much good music the fundamental plan of presentation embodies much of the same mechanical and technical attitude of the first efforts. While it is true the particular method of accomplishment in each case is different and is sometimes so involved and complicated that it is difficult to recognize the original principles, the results in each case have been practically alike, formal and mechanical.

It will be interesting to note that the first comprehensive and definite course of music books for schools did not use either folk songs or classical songs, but only songs that were written by the author. Furthermore, the practice of sight reading used by the experienced adult member of the singing school was transferred to the children of the public school even tho it be little children of the primary grades who did not have a singing experience as a background.

It is only recently, in fact within the last year, that an effort has been made to utilize the universal world songs according to the natural methods of musical development as a basis of the child's musical experience in the schoolroom. This effort has embodied itself in a new series of music textbooks which have been adopted for use in the schools of Montclair, New Jersey (Foresman's Books of Songs, American Book Co.).

A careful study of the old-fashioned singing school will convince anyone that the practice of sight reading as carried on there was the correct idea. While the people of those days are at the present time credited with being able to read music, their singing was almost entirely by

imitation and memorizing. They learned the notes and keys and all that, and could pick out a tune which by repetition and study they could learn to sing with good expression. Then when they sang in church or at some social gatherings they could use the notes as an aid in recalling a partly familiar song or in facilitating the singing of a familiar song. Indeed this always has and always will be the only true function of the notes on the printed page as a stimulus to imitation and memory, as a support to expressive singing, at least as far as the singing of the masses is concerned.

This new series of music textbooks of which I have spoken has adopted this imitative-memory idea of sight reading as a basis of selecting and grading the songs. Instead of teaching little children as tho they were grown-ups, in a way that even grown-ups should not be taught, every song is so presented and so treated that its notation can be used to further native expression and correct musical rendition. Instead of teaching music as a science to be "mastered," all musical notation, all technical facts are used in such a way as most to assist the children in learning to sing songs and committing them to memory.

A year's experience with the new plan of music teaching has satisfied all who have observed the work and have been interested in its development, that true songs are the only correct basis of singing practice, and that the exercise of the expressive processes is the only essential in music education. Here is the original foundation for musical expression—utilizing nature's processes for its development.

By following this plan we find that the children gain facility in using the technical facts of music, the scale, intervals, time length values, etc., as a means of learning unfamiliar songs and as an aid in singing familiar songs or those which are partly familiar while following the notation.

In the first four grades the notes are used as a suggestive aid in all singing. Here imitation and memory are the real guide to singing. In the fifth and sixth grades technical facts are more literally applied and children are encouraged to read at sight. In the seventh and eighth grades the sight reading is still more definite. The

point is, the boys and girls develop a real desire to study the technique of music if a careful foundation of sense training has been laid in the earlier grades.

It is certain that we are on the threshold of a new era in music education and that the basis of the new era is the old and

tried and genuine in music material and in processes of development.

Those who would teach vocal music successfully must be free to select the best songs and must present them in such a way as to develop musical expression to the highest point of perfection.

Visualizing Foreign Countries for the American Child

By Frances Carpenter

Author, with Frank Carpenter, of "The Foods We Eat," "The Clothes We Wear," etc.

IT is the experience of almost every traveler returning from his first trip abroad that no one wants him to talk of the wonders he has seen in foreign lands. He is usually bubbling over with his adventures and eager to share them. His hopes rise high when his friends greet him with "Hello! Mighty glad to see you back. Tell us all about your trip!"; but they fall flat almost before the end of his first flowing sentence when he finds that the attention of his audience has already wandered and he is interrupted with a bit of commonplace neighborhood gossip. Somehow he never succeeds in bringing the conversation back to his journey, and it is only when he meets a fellow-traveler that he finds even a fairly sympathetic listener.

This is but natural; vicarious travel is rarely successful in real life and almost never in books written for children. To make a foreign country live for the American child, every effort must be put forth to hypnotize him into the belief that *he himself* is journeying thru the strange lands described and that the adventures set forth actually happen to him.

The antiquated geographical description of France often included a sentence like this. "The French are a gay people, fond of dancing and light wines"; with this the child student was expected to set up his mind-pictures of our neighbors over the Atlantic. It was the distinction of my father, the late Frank G. Carpenter, thru his series of *Geographical Readers*, to be

the first to supply flesh for the dry bones of the old geography skeleton. As an illustration of his method compared with the above—for the study of life in France, he picks up the American child and sets him down in the midst of an everyday French community; he sends him to school with the black-aproned Pierres and Maries; he introduces him to their games and at meal time he places him at the family table of a typical French home. He shows him the French fathers and mothers busy with their daily duties and labors, and he accompanies him about their mines and their farms, their factories and their industrial plants.

This method first successfully employed in Carpenter's *Geographical Readers* was further developed by Frank G. Carpenter in his "Around the World with the Children." In such personally conducted visits to the far corners of the earth the American child is shown that the needs and wants of the children of foreign lands are basically the same as his own; consequently it becomes of interest to him to learn how they are supplied. He laughs at the differences and strangenesses of their everyday life and he eagerly picks out the things he shares in common with them. The strange children thus take on definite personalities, the American child finds that their lives touch his own in many ways, and the countries they live in become tangible and concrete.

Many devices must be used in order to maintain the illusion that the child reader

is seeing the things described with his own eyes. A first-hand accurate knowledge of the methods of travel and of the ways and customs of the people in the foreign countries is absolutely necessary for the writer of books that would visualize far countries successfully. With that as a working base, the subjects must be approached wholly from the standpoint of the child, and the specific phases of life that are of first interest to him must be kept to the fore. In the presentation of each country the foreign child should be the focal point; a full description of his looks, dress, and customs being given and a definite name being bestowed upon him in order to intensify his reality. The circle may then be widened to take in his home, school and games; and finally the industries and manufactures of his land, these last being treated strictly with reference to their relation to his needs.

A new development in visualizing foreign countries thru imaginary journeys taken by the American child has been worked out in "The Foods We Eat," "The Clothes We Wear," and "The Houses We Live In," the three volumes of *Carpenter's Journey Club Travels*, a new series of Industrial Readers by Frank G. Carpenter and the author of this article. In them several new mechanical features have been introduced which intensify the belief of the child that he is actually experiencing the various projects himself.

By the plan of the books, the children form themselves into a Journey Club to visit the places from whence come their foods, clothing and house materials and they adopt a motto "to find out." Six of the club members are mentioned by

name thruout the series, but every child who reads the book automatically becomes a member of the Club. The text gives the stories of their adventures and their investigations of the industries that directly affect their daily lives. The club idea is popular with children and it is here treated in such detail that the teacher has little difficulty in carrying it out in the class room. Each of the details of the plan above mentioned has a definite purpose and aids greatly in holding the interest of the reader.

Of almost equal importance to the plan and text of the book whose aim is to turn a foreign country from a pink or green patch on the map into a real place filled with human beings just like the pupil who studies it, is the matter of illustration. The number of pictures and drawings should be as great as possible—one or more to every page of text. The frequent use of full



The child must be the focal point

and half pages, both colored and uncolored is effective in making the book attractive to children. The character of such illustrations is also of vital importance; besides following the general rules that apply to any illustrative material, namely those of simplicity, clarity and teaching quality, the pictures for such children's books must feature children. The ideal illustration contains at least one child figure, no matter how incidental this may be to the subject. One picture with a child in it is worth two without. The titles under the illustrations should be composed with a view to relating them to the child traveler and to keeping up the illusion that the pictures illustrate things the child is seeing himself. Every effort should be made to give the impression that the

pictures have been taken by the child with his own camera.

An illustrative feature of Carpenter's Journey Club Travels that has never before been used in books of this kind consists of a series of more than sixty photographs in each of which are shown the six children mentioned by name in the text. The children's names are used in the titles under the illustrations and thus their personalities become even more vivid as the reader recognizes them again and again in the midst of their adventures. This aids materially in making the Journey Club live for the young reader and helps him to believe that the travels described in the

form that is available for review and for reference. It is within the power of every school room to have such a museum, the only thing needed being a simple set of shelves upon which to arrange the exhibits modeled or made by the children or brought by them from their homes. A wealth of photographic and pictorial material of value in such a connection may be found in the modern newspaper and magazine both in their articles and in their extraordinary advertising matter. The study of the basic industries lends itself particularly to such treatment and in Carpenter's Journey Club Travels, the Museum is described in such detail that any



One picture with child figures is worth two without

books are actually undertaken by these children whose traveling companion he has become in his imagination.

Still another effective device for intensifying the illusion of actual experience on the part of the pupil is that of the Museum which we have worked out in detail in these books. Maps upon which the child may trace his travel routes, clay in which to model the objects he sees, and the sand table for the representation of whole scenes are of the greatest value. But the class museum renders an even greater service by providing a permanent record of the countries and subjects studied in a

teacher will find it practicable for her own class.

All these devices have the same aim; to make the child *live* his geography rather than *learn* it and to so tie it up with his own wants and needs that it shall become a part of his daily life. By their use the child's interest is awakened and held and by them he is encouraged to teach himself to a marked degree. Such books are really a series of informal project problems, worked out in such detail that they may easily be enacted by the child. In them he finds none of the irksome labor of the old fashioned fact-memorizing methods.

The latter often left too great a responsibility upon the shoulders of the individual teacher; they demanded that she supply from her own reading and imagination all the quickening human interest details needed to make the subject live. Today a

great part of this responsibility can be lifted and the teacher's task materially lightened thru the teaching machinery provided in supplemental readers such as those discussed here, and geography can become one of the simplest of the teaching problems.

Evolution in the Schools

Texas Text Books Have to Be Revised

IN the wake of the late discussion of evolution and fundamentalism comes the decision of the State of Texas in favor of the "Book of Genesis." The effect of this administrative fiat has already been felt by two New York publishers of textbooks, Henry Holt & Company and The Macmillan Company, both of whom have been requested to alter books on biology intended for Texas schools. Altho the firm of Allyn and Bacon, also of New York, have not as yet been asked to make any changes in the text of the firm's only book on biology "New Biology" by Smallwood, Reveley and Bailey an agreement has been made with the Texas commission permitting modifications in the text of any textbooks used in Texas.

The changes requested of Henry Holt & Co, by the Texas State Textbook Commission thru its Subcommittee on Modification of Textbooks on Biology, are to be made in Truman Moon's "Biology for Beginners" and call for the elimination of nearly four chapters dealing with the evolution of man and for the substitution thruout of the word "development" for that of "evolution." A chart showing man as the fruit of an evolutionary tree has also been deleted. Francis W. Rogers of Henry Holt & Company said that the changes had been made without consulting the author but that all off-standard books would be stamped on the fly-leaf "Property of the State of Texas" and that there would be no danger that they would get into other schools.

The Macmillan Company has made slight changes in a textbook on physiology and hygiene "Healthful Living" by Jesse Feiring Williams, at the request of the

Texas Sub-committee. Typical of these changes are the following: "Animals in their evolution from lower to higher forms of life have increased their power to move



Rollin Kirby in the N. Y. World.

"about" has been changed to "Thru the many generations of their existence animals have increased their power to move about" and the statement that "Evolution is a slow and gradual process and the skeleton of man is the result of centuries of development now reads, "the skeleton of the higher forms of animals represents many centuries of development."

"This episode in Texas, with others like it" says an editorial in the *New York Times*, "brings authors and publishers of school textbooks face to face with a problem larger than the ordinary commercial adaptation of wares to meet the preferences of customers. Every authority on

biology knows that to teach it with evolution left out is not to teach it at all.

"Now, an instructor of youth who is truly and firmly conscientious hardly can do this—hardly can consent to have his name on the page of a book essentially misleading. Little if any less of obligation to tell the whole truth, as well as the truth and nothing but the truth, rests on the publishers of textbooks.

"As Texas wants biologies of a peculiar sort, it should both write and print them. Mutilated and garbled versions of books used elsewhere cannot be a source of satisfaction to anybody, and one might expect it to be a cause of severe heart-searchings on the part of both publishers and authors."

Textbook Exhibit at Columbia Summer Exhibit

SIXTY-TWO publishers are represented at the fourth annual exhibit of text and reference books in the Auxiliary Gymnasium of Columbia University, under the supervision of the Columbia University Press Bookstore. The Exhibit, which opened on June 30th, and which will remain open until August 13th, affords a fine opportunity for the 13,000 summer students at Columbia, many of them school teachers, to see the various offerings of the principal publishing houses. Besides the regular display of school books and textbooks, all the way from grade to college requirements, there are kindergarten supplies, maps and globes, educational pictures, encyclopedias, magazines and books for supplementary reading, all of interest to students and teachers.

Each publisher has leased a certain space in the large room where the Exhibit is held. There are rows of tables down the center of this room and also around the walls. The name of each publisher is displayed over his exhibit. No cash transactions are permitted to take place here, but each publisher has a salesman present to take orders and arrange for future delivery of goods. The salesmen, themselves, decidedly approve of the Exhibit as a method of putting books into the hands of those interested in buying, and have found that they take many large orders during the summer session.

The atmosphere of the Exhibit is that of a large bookstore, where the visitor may browse about at his leisure, inspecting the tables of the different publishers. Each person entering is asked to register at the door, giving also his home address, position and subject in which he is especially interested. A daily list of visitors is thus furnished to the exhibitors, enabling them to keep in touch with these people throughout the year.

Alfred Hartog, manager of the Columbia University Press Bookstore plans to make future Exhibits even larger, as soon as more space is available, finally achieving something on the order of the book-fairs held yearly in Leipzig and other European cities. There is also a textbook exhibit at Fordham University, this summer, and there are several others held in universities throughout the country.

Training for Book Distribution

THE highly organized technique of the educational publishers can offer many suggestions to the trade house on the care taken in preparing for field work. Most trade houses have well-organized sessions in connection with the spring and fall lists, with several days of conference, but few go into the technique of presentation so thoroughly as is done by the educational houses, which have of course fewer books but greater stakes in each title.

An interesting example of the kind of organized work that is done in this field just comes to our office in the form of the program of the Fifth Annual Convention of the Educational Department of the John C. Winston Co., covering a week's session in Philadelphia, June 23-30, with fifty present. Each group of books was taken up in exact study, closely analyzed, with field experiences related. For instance, Dr. J. Russell Smith, author of "Human Geography," was present to give an outline of his plan of editing, L. R. Traver gave an expert talk on presenting the books and a dozen or more field men gave their experiences.

The convention also included many pleasure trips and an elaborate banquet.

THE Publishers' Weekly

The American Book Trade Journal

Founded by F. Leyboldt

EDITORS

R. R. BOWKER F. G. MELCHER
62 W. 45th St., New York City

July 31, 1926

I HOLD every man a debtor to his profession, from the which, as men of course do seek to receive countenance and profit, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto. —BACON.

Educational Statistics

STATISTICS with regard to the school population of the United States and the probable consumption of textbooks have been newly collected and studied in this issue by William M. Rockwell. The *Publishers' Weekly* has constant inquiry for book statistics, and, while there are many gaps in the available data which ought to be filled up before the tabulations can be wholly satisfactory, it is believed that valuable service will be done to the readers by this careful compilation. The 1925 census on manufactures, which will bring fresh figures on the production of books, are not yet available, and it is expected that these will be much more helpful and accurate than have similar census figures in the past.

It will be noticed that a most important element in the present situation of book demand is the rapid increase in the attendance at high school and college during the period since the war. This has steadily increased the market for books prepared for this field, and the end of the development is not in sight. There has been an equally rapid increase in summer school attendance.

With 25% of our total population paying systematic attention to study and having need of practical guidance that textbooks supply, this market is one which must steadily increase in volume and variety.

It is hoped that similar statistics can be gathered each year and comparative tabulations developed that will be of importance to those who are in the textbook business.

Making Arithmetic More Interesting

CONNECTING arithmetic with children's own everyday experiences has been recognized within the last few years as the only way in which to motivate pupil activity. The article in this week's issue by Dr. Smith of Columbia University discusses what has been done and what is now developing along this line. For those interested in following up the subject the Department of the Interior, Bureau of Education, has published a bulletin, "Motivation of Arithmetic," by G. M. Wilson, Professor of Education at Boston University. In discussing his subject Professor Wilson writes: "The leaders for at least a generation have accepted the idea that the formal subject-matter viewpoint is not only inadequate but in many respects deadening, that the child and his interests must become the real center of school work, and that the chief problem confronting educational leaders is not that of working out a better philosophy of education but rather that of selecting the better practices and bringing these to the attention of all teachers in such appealing form that they may become the basis of schoolroom procedure everywhere." A great part of this study is given to illustrations of motivated work in arithmetic furnished by 5,000 or more teachers from all over the country to the United States Bureau of Education.

The New Spread of Educational Functions

TWO subjects much under discussion in educational circles are the nursery school and adult education, one movement extending the period of systematic education down below the beginning years of public school education and the other extending organized educational programs beyond the days of graduation.

With our city budgets still struggling to meet the demands of the regular years of grade and high school education, it may

be some time before the nursery school becomes a part of the common school program of many communities, but the tendencies in that direction in modern psychology and pedagogical experiment are working that way. Bertrand Russell's new book on "Education and the Good Life" has a notable chapter on the Nursery School; Columbia has its experimental nursery schools; convention platforms and school papers keep the subject to the front. As statistics accumulate and experience develops, there will be new literature on this subject, books for teachers, for parents, and practical books of ways and means as well as teaching material.

Expansion beyond the present school years means new attention to books and to all departments of reading, and, in spite of its very formidable title, "Adult Education," the movement is taking form in all parts of the country. There has been some discussion as to whether the schools or libraries have the most direct responsibility for adult education, but in most cities they are working so closely in cooperation that this is not a matter of serious difficulty. Some libraries have protested that adult education is the thing they have always been doing, but, if that is the case, they are in good shape to analyze their progress and to do the same thing even better.

Certainly systematic reading for broader knowledge among adults does not shut out diversional and inspirational reading for the same individual. Education is not a formal thing, as is well understood, but the formal program can develop side by side with the less formal.

The Extension Courses

THE only area of educational activity that shows a falling off in enrollment seems to be that of the extension course of the university. There seems to be becoming a common conviction among educational leaders that universities cannot be at the same time institutions of learning and correspondence schools. Columbia University, which had 18,898 extension students in 1923, has 7,600 this year; California showed a decrease from 27,462 to 15,007; Michigan, a reduction from 12,000 to 759. The total for the country

fell from 153,000 to 124,000. This may well signify that, for informal programs of personal development, the library is better equipped than the school and that its methods are more adjustable to the needs of the informal student.

Illiteracy in the United States

THE United States is so conscious of the merits of its fine public school system and of its marvelous developments that it is always something of a shock to see the figures of illiteracy, tho in any estimate of the number of books that the country can absorb, either in school or out of school, these figures must be taken in mind and campaigns to remove illiteracy are not only of vital importance to the country but are of practical interest to producers of books.

The census of 1920 showed a total of confessed illiterates of 5,000,000—to be exact, 4,931,905. These had had no schooling whatsoever. Of these 3,084,773 were native born and 1,242,572 were native whites. There were 1,340,625 children between the ages of seven and thirteen who were not attending any kind of school. As these are merely the figures of confessed illiterates, it may be conservatively estimated that the actual illiteracy would be much higher.

The country has not forgotten that at the time of the army tests, which brought to light so much surprising information, there was an illiterate percentage of 25% among 1,500,000 men. The country had reduced its percentage of illiteracy by more than two-thirds in the half century ending with the 1920 census, and the United States Bureau of Education has very much at heart the full organization of the country for a complete stamping out of this condition. State by state and county by county the progress is being made. The law restricting immigration is going to be of real help in the problem, while competitive state programs reduce the number of native born illiterates. Before we can have adult education, we must have literacy. If only for economic reasons, increasing the earning power of the average person, the program should be pushed thru.

An A. B. A. Page

Ellis W. Meyers, Executive Secretary
255 Tenth Ave., New York City

An Apology and An Appeal

IT is more than apparent that I, personally, owe an apology to several members of the trade. Recent letters sent to a number of them have been felt to be overbearingly dictatorial, not thru any intention on the part of this office to act as "official boss," but because of a shortness of time and an endeavor to be terse. This brevity and a lamentable curtness was sufficient to justify a protest on the part of the recipients. My apologies are all the more real because of the fact that their tone is not one that I would relish were I at the receiving end.

With the Clearing House actually operating it becomes more necessary for us to have the complete cooperation of all of the members of the trade—and an understanding of the motives behind our actions. There is surely no necessity for a feeling that anyone has to be "dictated to." A personal talk with several publishers convinced me that they are fully aware of the possibilities and importance of the Clearing House—more so, in fact, than a number of the booksellers—and are keenly desirous of aiding us in trying out ways and means for the successful operation of that Center. Having practically nothing in the way of precedent each step taken has to be carefully tested before it can be adopted and many systems and routines have already given place to others that are usually simpler and less expensive. In order to operate this new department we must cast about until we find the least costly and least involved method of procedure. In making the various changes we have at times made it necessary for New York publishers to disrupt their ordinary routine at an actual cost in time and money. There is no wish on the part of this office, and surely none on the part of our members, to throw the burden of cost on any individual shoulders. The saving that will come thru the successful operation of the Center

will go to the retail outlets. The publishers will also benefit, both in their packing and shipping, but the burden of operating costs should be carried by the booksellers, and of course it will be inasmuch as, after we have passed thru our childhood diseases, we expect to have a full-fledged self-supporting adult, quite capable of taking care of himself without being subsidized.

The plan is in its infancy but the service which we are now giving has already proved beneficial to the forty booksellers (and they are among the largest in the country) who are using it. One writes to say that "*We certainly appreciate the way in which you took care of the books we ordered. We received them as quickly as we could have from the individual publishers at quite a saving. The Clearing House should prove highly successful. You can count on our unqualified support.*"

In order for it to be given full opportunity to prove its worth, we must ask the indulgence of those to whom "instructions" were so recently "issued." They were not meant to be orders, merely lists of steps which we hoped would be taken by both branches of the trade. We are grateful, indeed, that the many persons upon whose cooperation the Clearing House depends for success understood the real attitude of this office and helped us bring the Center thru its first month. With their aid we have built up a steadily mounting number of orders and shipments—the lines of communication from bookseller, to Clearing House, to publishers, and the set used for the return of the books are daily becoming stronger; there are fewer rough spots and the service itself has given satisfaction to everyone.

There will have to be more changes, of course, and we hope that in the future, the broadcasting of such new routines as are established will be regarded as requests for further help rather than as orders.

National Association Disapproves Advisory Plan

THE Executive Committee of the National Association of Book Publishers, at its meeting on Tuesday, took up for discussion in detail the program of the American Booksellers' Association for advisory service on new books, and, after discussion, passed the following resolution:

RESOLVED, that the Executive Committee of the National Association of Book Publishers believes that the program for the selection of books as outlined in the American Booksellers' Association Bulletin is wrong in principle, unwise and impractical; that this program should not receive support of members of this Association; and that copies of this resolution should be sent to all members of the National Association of Book Publishers and to officers of the American Booksellers' Association.

The operation of the Clearing House was discussed, and it was agreed that individual publishers, so far as possible, ought to cooperate with the Clearing House.

A College Fraternity Library

PSI UPSILON in the University of Washington has lately acquired what must be the largest book collection in any fraternity house in the United States. The alumni of the fraternity under the influence of Dean David Thomson, director of liberal arts at the University, purchased for the fraternity the entire library of Frederick Bausman, former justice of the Washington State Supreme Court. The collection contains 30,000 volumes, including French, German, English and American works of fiction, belles lettres, and travel as well as several valuable original manuscripts and many rare old editions. Such a gift is not only a great addition to the life of the fraternity but a great responsibility as well. The care and preservation of such a collection necessitates a feeling of pride and care on the part of the members of the fraternity and also more practically the services of a trained librarian. The younger generation is again challenged to show itself more responsible and more appreciative of books in their fraternity house life than have their predecessors.

Billy the Kid

THE committee of the Book-of-the Month-Club have stamped another of this season's books with the mark of their approval and this month the subscribers to the club will receive as an addition to their bookshelves "The Saga of Billy the Kid" by Walter Noble Burns and published by Doubleday, Page & Company. There is something of a contrast in this fictional history of one of America's most remarkable "bad men" to the previous selections; Sylvia Townsend Warner's fantastic "Lolly Willowes," Stribling's more serious novel of the Tennessee hills, "Teetallow," and the fascinating story of the days of hoop skirts and bustles, "O Gentle Lady," a first novel by Esther L. Forbes, in which the heroine meets such literary lights as George Eliot, Tennyson, and the Brownings. And now comes the fourth selection—the story of a man with "a genius for depopulation" who lived twenty-one years and in that time boasted that he had killed twenty-one men "not counting Mexicans and Indians." In this tale we find nothing of the refinement of literature or of genteel ladies, but the author, long a student of American frontier life, gives us a stirring account of the adventures of this daring youth and of the so-called Lincoln County war in which he participated. The fare of the members of the club is indeed varied!

Miss Humble Honored

MARION HUMBLE, executive secretary of the National Association of Book Publishers, has been invited to serve on the Advisory Council of the Literature Section of the General Federation of Women's Clubs. Mrs. John B. Roberts of Philadelphia is the new chairman of the section, succeeding Mrs. L. A. Miller, who has been advanced to chairman of the Fine Arts Division.

The advisory council will include Katharine Lee Bates, Mrs. Edwin Markham, Mrs. A. Starr Best, Alice Ames Winter, Sarah C. N. Bogle of the American Library Association headquarters, Anne Carroll Moore, of the New York Public Library, and Mrs. Bartlett of the Poetry Society of England.

AMERICAN FIRST EDITIONS

A Series of Bibliographic Check-Lists

Edited by Merle Johnson

Number 85

JAMES LANE ALLEN, 1849—1925

Compiled by Vrest Orton

MOST of Allen's literary work has the Kentucky setting. A bit of poetry, some descriptive work, a few short stories; but novels comprise the body of his output, the best known being perhaps "A Kentucky Cardinal."

FLUTE AND VIOLIN, ETC. *New York*, 1891.

THE BLUE GRASS REGION OF KENTUCKY, ETC. *New York*, 1892.

JOHN GRAY. A KENTUCKY TALE OF THE OLDEN TIME. *Philadelphia*, 1893.

A. KENTUCKY CARDINAL. *New York*, [1894].

Harper's Little Novels. The edition (100 copies signed) illustrated by Hugh Thomson is N. Y., 1900. It includes "Aftermath."

AFTERMATH. *New York*, [1895].

Harper's Little Novels. Part Second of "A Kentucky Cardinal."

SUMMER IN ARCADY. *New York*, 1896.

THE CHOIR INVISIBLE. *New York*, 1897.

CHIMNEY CORNER GRADUATES. *Springfield, Mass.* [1900].

THE METTLE OF THE PASTURE. *New York*, 1903.

THE BRIDE OF THE MISTLETOE. *New York*, 1909.

THE DOCTOR'S CHRISTMAS EVE. *New York*, 1910.

THE HEROINE IN BRONZE, ETC. *New York*, 1912.

THE LAST CHRISTMAS TREE. *Portland, Me.*, 1914.

THE SWORD OF YOUTH. *New York*, 1915.

A CATHEDRAL SINGER. *New York*, 1916.

THE KENTUCKY WARBLER. *Garden City*, 1918.

THE EMBLEMS OF FIDELITY: a comedy in letters. *Garden City*, 1919.

THE ALABASTER BOX. *New York*, 1923.

THE LANDMARK. *New York*, 1925.

* * * * *

JAMES LANE ALLEN AND HIS BOOK. *New York*, [1897].
16 page pamphlet.

TWO GENTLEMEN OF KENTUCKY. *New York*, 1899.
A story from "Flute and Violin."
Harper's Little Books.

MR. JAMES LANE ALLEN'S NOVEL THE REIGN OF LAW. A CONTROVERSY
AND SOME OPINIONS CONCERNING IT. *New York*, 1900.

Clean Books in Chicago

Attorney Asks Aid of Critics

Milton Fairman

THE Chicago book-trade is awaiting with great interest an innovation in book prosecutions which may be inaugurated in the near future. Assistant State's Attorney Frank Peska has announced his intention of selecting an advisory board of critics to guide the state in prosecutions of booksellers charged with selling works alleged to be obscene. If the plan proposed is successful, it may be retained as a regular adjunct to the prosecutor's office in Chicago.

A short time ago, Judge Howard Hayes in the Municipal court dismissed two booksellers charged with possessing a number of volumes of erotica. The evidence was suppressed because the seizure was made with an invalid search warrant. However, Judge Hayes impounded the books which were confiscated on complaint of the Illinois Vigilance Association. The books are now resting in the vaults of the Municipal court pending the decision of Attorney Peska who has charge of vice suppression in the county.

Mr. Peska, a leading lawyer and the author of a valuable legal work, was the originator of the plan providing for a committee of advisors, which will have no legal standing but will act as an informal body to assist the state's attorney. Confronted with the task of examining some dozen books taken in raids on two bookstores, Mr. Peska has decided to invite three prominent Chicago critics to assist him in his task.

"I am a lawyer and not an expert in literary criticism," said Mr. Peska in explaining his attitude and in outlining his new plan. "It is my intention to confer with these three gentlemen, who will be well fitted to judge the books, and after they have returned a report, to act upon their suggestions."

"The cases against the dealers have been dismissed, and with the final order of

court, my part as prosecutor ends. However, the judge has left the disposal of the confiscated books to my discretion. In this case, as in all similar cases, both the interests of the public and the interests of the bookseller must be taken into consideration. While it is my duty to guard the public morals from all forms of vicious literature, I must also see that innocent dealers receive fair treatment.

"It is for this reason that I have decided to invite three critics to make a report on the impounded books to me. The three men will be well known, of recognized ability, and will have the confidence of the community."

It is believed that it is the first time in the varied history of book prosecution in Chicago that the advice of literary men has been sought in determining the nature of books seized by vice crusaders. That the innovation will be welcomed by all friends of literature in the city is certain, for the proposed proceeding is undoubtedly a step forward from the present procedure in book prosecutions.

One attorney has pointed out that the opinion rendered by the judges and accepted by the state's attorney may be of prime importance in that it establishes a criterion for future cases, or officially blacklists certain works, while others are accepted by the state officials as having a certain literary value. Altho the Illinois law on the question is a little hazy, some authorities state that if the state's attorney declares a book intrinsically obscene and not fit for sale, any persons exercising police power may destroy a copy of the work on sight. Other Chicago lawyers deny this possibility.

Those who have watched the antics of professional Puritans in their almost fanatical persecution of Chicago booksellers declare that if the plan is carried out, it may point the way to certain much needed legis-

lative reforms which have been desired by the Illinois book-trade for a long time past. At present, the statutes are a strong weapon in the hands of overzealous reformers and a poor protection for the honest bookman.

The present law provides fine or imprisonment for a person possessing indecent literature, and evidence of a sale is not essential for conviction. A prominent Chicagoan, the head of one of the great law enforcement organizations, recently brought out the fact that many books seized in raids are not intrinsically immoral, but become so only on their sale to immature or irresponsible purchasers. An amendment to the existing statute which would provide grounds for prosecution only on evidence of an illegal sale would be agreeable to the majority of booksellers as well as to the intelligent policing agencies.

Mrs. Marcella Burns Hahner, head of the book section of Marshall Field & Co., in giving her opinion on the proposed plan of an advisory board, stated that she believed the proposal to be an excellent one, fair both to the public and to the bookseller. Mrs. Hahner said that she was sure that the verdict of the judges would be fair and unbiased.

The plan was also commended by Col. Henry Barrett Chamberlin, operating director of the Chicago Crime Commission, whose organization has been doing fine constructive work for the prevention of crime in Chicago for many years.

"I think that the press should be given the greatest possible liberty," said Col. Chamberlin, "and I favor sane methods for law enforcement. At least, a trial should be given Mr. Peska's proposal, and if the judges he selects are men of high standing in the community and of eminence in the literary world, I am sure that the new plan will prove itself satisfactory."

Mr. Peska will announce his judges soon, and the first work of the new board will be to examine and give an opinion on the following works: "The Art of Love," "Memoirs of Casanova," "Frigidity in Women," "Venus in Furs," "Sex Life," "The Decameron," "Droll Stories" by Balzac, the works of Rabelais, "Fantazius Mallare," "Rational Sex Ethics," and a German work "Zittengeschite."

Meanwhile, Chicago is marking time awaiting the selection of the three critics.

New System Sought for Teaching History

AFTER conferring in Atlantic City with other organizations the American Historical Association recently announced that plans are being made to reorganize the whole scheme of history teaching in schools thruout the country.

Professor A. C. Krey of the University of Minnesota, Chairman of the association's Committee on History Teaching in the Schools, said a nationwide preliminary survey of conditions would be made this summer and in the fall with the aid of an appropriation of \$10,000 from the Commonwealth Fund. The committee, he said, expected to present to the Executive Council at a meeting in Rochester, N. Y., in next December, "a plan for thoro study of what the schools can do to prepare our prospective citizens to meet the increasingly complex problems of their own land and of the world—in short, of life in general."

"The American Legion has sanctioned the preparation of a history textbook for the schools, and the American Federation of Labor has had like effort under consideration," Professor Krey added. Other groups, including the bankers, are displaying keen interest in the problem.

"There is a disposition in every quarter to be fair. The country wants the facts, and the American Historical Association purposes to clear the way for an intelligent approach to the whole situation."

Education

A HIGHLY enlightened public policy must be adopted if the cause of education is not to break down. It is perfectly clear that the public schools must have the most liberal support, both moral and financial. Particularly must the people exalt the profession of the teacher. That profession must not be abandoned or be permitted to become a trade for those little fitted for it. It must remain the noblest profession. There are no pains too great, no cost too high, to diminish the duty of the people to maintain a vigorous program of popular education.—*Calvin Coolidge*.

In the Book Market

ANOTHER success for column contributors was registered in Chicago recently when the famous "Bedtime stories" of Albert J. Bromley, better known as Snowshoe Al of the *Chicago Tribune* Line o' Type, were published and the edition sold in Chicago bookstores, all in one day. "The King of the Black Isles" was a great success several years ago when Covici published J. U. Nicholson's book of verse, and in the last few months "The Phantom Lover," another volume of poems has made an enviable record. Minton-Balch has taken the book over from the Contributors Guild. . ¶ . The Boni & Liveright prize for the best drawing of Bunny Gandle, the hero of Heywood Broun's "Gandle Follows His Nose," has been awarded to Alexander King, of New York City. Bunny, materialized, is not what we had pictured him in our minds, but then we suppose that was half the point of his get-up, that he was all things to all men, and really followed the nose of each of his readers. . ¶ .

Everett Dean Martin's "The Meaning of a Liberal Education" has been announced by W. W. Norton & Co. as a new title in The People's Institute "Lectures-in-Print" series. This book should be of interest to those who advocate adult education, concerned as it is with it, and that by the man who has recently been elected Chairman of the Executive Committee of the newly formed American Association for Adult Education. The book will arrive in November. Another volume in this series will be "Modern Science and People's Health" edited by Dr. Gruenberg, Executive Director of the American Association, which will be out in September. . ¶ . Lincoln MacVeagh, The Dial Press, has announced the publication of a new series entitled *The Little Books of New Poetry*. The books are to be octavo in size, limited to thirty-two pages, bound in paper and retail at the price of 25 cents. No work already issued in book form will be accepted. The first volume to be published will be "The Por-

trait of the Abbot" by Richard Church. This series should not be confused with *The Pamphlet Poets* which Simon & Schuster will issue, or *The Augustan Books of Modern Poetry* which Stokes has announced. These series are to be of a similar size and price but will contain reprints, the Simon & Schuster one of American Poets, the Stokes of English poets, whereas the Dial Press group will contain only poetry which has never appeared in book form. . ¶ .

It is very seldom that a first novel has had such enormous success not only national but international, as Martha Ostenso's "Wild Geese." The winner of a large prize, serialized in a magazine, done into a motion picture, and translated into eight foreign languages it was no surprise that the book held place among the best sellers every month this year. Such a record for her first book speaks well for the possibilities of the second which Dodd, Mead will publish in October. It is called "The Dark Dawn" and is, like "Wild Geese" about farm life on the prairies of our northwest. . ¶ . "Gawpy," a book issued for juveniles but one which will be sure to delight adults who have a fondness for the whimsical, has been published by the Hestwood Studios at Carmel-by-the-Sea, Cal., for \$1.50, postage extra. The verses and the Gawpy Song are by Harold K. Hestwood and the decorations are by Robert W. Hestwood. . ¶ . Clive Arden, that lady of England who is known for her books "Sinners in Heaven" and "Enticement" will have a new book published July 31st. The new one will be titled "The Veil of Glamour" and will sally forth under the Bobbs-Merrill banner. . ¶ . The fourth volume in the collected works of Nikolay Gogol has been published by Knopf under the title "Evenings on a Farm Near Dikanka." This is Gogol's first book of short stories and was published in 1831. All the translations in this collected set are by Constance Garnett, who has done such admirable translations of Turgenev, Dostoevski and Chekhov, and who is the wife of Robert Garnett.

Communications

TO DISCOURAGE BOOK BEGGING

Philadelphia, Pa.,
July 20, 1926.

Editor, Publishers' Weekly:

Do you not think it might be in order to start a movement among the booksellers and publishers of the country to discourage the begging of books? I do not suggest this in any spirit of meanness, but why should so many worthy institutions beg books?

Why should the American merchant marine, with its wealth and pride in its past, be willing to beg for its books? The men themselves would be ashamed to allow the ship owners to beg, publicly, for their clothing, or for food. Why, therefore, should they countenance the same thing when it comes to books.

If they were told by the booksellers and publishers straight from the shoulder that books contain something that is worth money, and worth other things beside money, and if they wanted books they had to buy them, would it not be better?

C. B. D.

Obituary Note

LEROY JEFFERS

LEROY JEFFERS, author, lecturer and explorer, of New York was killed in Wawona, Calif., on July 25 when an airplane in which he was a passenger crashed to the ground. Witnesses said the airplane apparently got out of control, plunging 100 feet into the flower garden of a hotel. Mr. Jeffers, for twenty-eight years had been identified with the purchasing department of the New York Public Library, after having spent four years as manager of the Booklovers Libraries. He was devoted to mountain-climbing and belonged to a number of outing clubs, and lectured on the natural wonders of the United States, Canada and Mexico, on mountaineering in North America and similar topics. Mr. Jeffers had two books to his credit, the first a list of volumes showing economic editions for library use, which was published by the American Library Association, "The Call of the Mountains."

Personal Notes

W. R. BARNES of Barnes & Noble, will sail July 31st on the S. S. Leviathan for Paris where he will join Mrs. Barnes and party, returning about September 1st.

HARRY A. FRANCK, writer and lecturer, is now associated with the Universal Press of Chicago, in charge of the New York office at 175 Fifth Ave.

PAUL PATTON FARIS, for many years identified with *The Continent*, is now associated with Fleming H. Revell Co., in the capacity of Editor.

MARJORIE GRIESSE, assistant secretary of the National Association of Book Publishers, is on vacation in Europe and has been taking the occasion to study at first hand the bookstores and wholesale houses of London and Paris.

Business Notes

BROOKLYN, N. Y.—A Readmore Circulating Library, under the management of M. Reynolds was opened at 117 South Oxford St. on June 28th.

NEW YORK CITY.—The Odd Book Plan, at 114 Fourth Ave., has moved and is conducting a mail order business only. The address is P. O. Box 305, Grand Central Station, New York.

PHILADELPHIA, PA.—The firm of Schaefer and Koradi, 409 Callowhill St., William Schaefer, proprietor, is reported in bankruptcy.

ROCHESTER, N. Y.—Mrs. W. A. Shirley, formerly of the Shirley Library Service, Turner Bldg., Main and Water Sts., Elmira, N. Y., has moved her business to Box 113, East Avenue Station, Rochester.

STAUNTON, VA.—Wright's Gift & Book Shop has been opened at New and Beverly Sts. Sam B. Wright is the owner and J. T. Spillman is manager. Both were formerly associated with the B. & W. Book Co. of Staunton.

WORCESTER, MASS.—Miss Margaret Gordon is now in charge of the book department of Denholm & McKay Department Store, having taken the place of William Macmillan.

The Weekly Record of New Publications

THIS list aims to be a complete and accurate record of American book publications. Pamphlets will be included only if of special value. Publishers should send copies of all books promptly for annotation and entry, and the receipt of advance copies insures record simultaneous with publication. The annotations are descriptive, not critical; intended to place not to judge the books. Pamphlet material and books of lesser trade interest are listed in smaller type.

The entry is transcribed from title page when the book is sent for record. Prices are added except when not supplied by publisher or obtainable only on specific request, in which case word "apply" is used. When not specified the binding is "cloth."

Imprint date or best available date, preferably copyright date in bracket, is always stated, except when imprint date and copyright date agree and are of the current year, in which case only "c" is used. No ascertainable date is designated thus: [n.d.].

Sizes are indicated as follows: F (folio: over 30 centimeters high); Q (4to: under 30 cm.); O (8vo: 25 cm.); D (12mo: 20 cm.); S (16mo: 17½ cm.); T (24mo: 15 cm.); sq., obl., nar., designate square, oblong, narrow.

Allain, Marcel

The lord of terror. various p. D (Copyright fiction) '26 N. Y., Burt 75 c.

Apocrypha, The. 445p. T (World's classics, no. 294) '26 N. Y., Oxford 80 c.

Austen, Jane

Plan of a novel according to hints from various quarters; lim. ed. 36p. il. Q '26 N. Y., Oxford \$7

Baldwin, Stanley

On England, and other addresses. 287p. front. (por.) O '26 N. Y., Stokes \$4

Bibliography of Robert Owen (A); the socialist, 1771-1858; 2nd ed., rev. and enl. 98p. O (Nat'l lib. of Wales) '25 N. Y., Oxford \$1.50

Bicknell, Beroë A.

Cases on the law of the constitution [English]. 232p. O '26 N. Y., Oxford \$2.50

Bird, George Webber

Mechanics for engineering students. 150p. O '26 N. Y., Pitman \$1.50

Blake, William, and Butts, Thomas

Letters from William Blake to Thomas Butts, 1800-1803, printed in facsimile with an introductory note by Geoffrey Keynes; lim. ed. 40p. il. Q '26 N. Y., Oxford \$8.50

Bottomley, M. E.

The design of small properties. 247p. diagrs. O (Rural science ser.) c. N. Y., Macmillan \$3
A landscape guide for the small-home owner in town and in country.

Bridges, Robert

New verse written in 1921. 102p. D '25 N. Y., Oxford \$2

Abbott, Walter Sidney, and others

Effectiveness against the San Jose scale of the dry substitutes for liquid lime-sulphur. 27p. (bibl.) O (Dep't of Agri. bull. no. 1371) '26 Wash., D. C., Gov't Pr. Off.; Sup't of Doc. pap. 5 c.

Boesel, Frank Tilden

Cases on code procedure relating particularly to

Brillat-Savarin, Jean Anthelme

The physiology of taste, or, Meditations on transcendental gastronomy; introd. by Frank Crowninshield. 413p. front. (por.) O c. N. Y., Liveright \$3.50

The first complete English edition; it commemorates the hundredth anniversary of the author's death.

Bristow, Gwen

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 God and reality. Stewart, M. B. \$2 *Longmans*
 Government of American cities, The. Munro, W. B. \$3.50 *Macmillan*
 Henri III et sa cour. Dumas, A. 95c. *Oxford*
 How to hunt with the camera. Nesbit, W. \$10 *Dutton*
 Hydraulics. LeConte, J. N. \$3 *McGraw-Hill*
 Inter-allied debts, The. \$2.50 *Nat'l Industrial Conference Board*
 Introduction to American history. Woodburn, J. A. \$1.12 *Longmans*
 Introductory accounting. Powelson, J. A. \$5 *Prentice-Hall*
 Investing for a widow. \$2 *Barron's*
 Invisible woman, The. Quick, H. 75c. *Burt*
 Jenkinson (Francis). Stewart, H. F. \$4.25 *Macmillan*
 Junior high-school procedure. Touton, F. C. \$2.60 *Ginn*
 Kate Mulhall. \$2 *E. Meeker*
 Kidnapped and Catriona. Stevenson, R. L. 80c. *Oxford*
 Kinetics of chemical change in gaseous systems, The. Hinshelwood, C. N. \$4.25 *Oxford*
 Laboratory outlines in bacteriology and immunology. Norton, J. F. \$2 *Univ. of Chic. Press*
 Lafayette. Crow, M. F. \$1 *Macmillan*
 Law relating to estate duty, The. Wolfe, J. \$5 *Oxford*
 Letters from William Blake to Thomas Butts. \$8.50 *Oxford*
 Letters of Synesius of Cyrene, The. \$7 *Oxford*
 Life of Pasteur, The. Vallery-Radot, R. \$1 *Garden City Pub. Co.*
 Life of plants. Keeble, F. \$1.75 *Oxford*
 Lord of terror, The. Allain, M. 75c. *Burt*
 Love and duty. Ho, Ro-Se. \$1.25 *G. E. Stechert*
 Luckybug Lode, The. Hankins, A. P. \$2 *Macaulay*
 Marketing Deb. Cornell, H. \$2 *Macaulay*
 Mechanics for engineering students. Bird, G. W. \$1.50 *Pitman*
 Milton's prose. 80c. *Oxford*
 Mind of the negro, The. Woodson, C. G. \$5 *Ass'n for Study of Negro Life and Hist.*
 Mr. Guelpa. Thompson, V. 75c. *Burt*
 Moccasin trails. \$2 *E. F. Hayward*
 Mountains and molehills. Hurd, H. E. \$2 *Badger*
 My Ántonia. Cather, W. S. \$2.50 *Houghton*
 My life and work. Ford, H. \$1 *Garden City Pub. Co.*
 Neuritis and neuralgia. Harris, W. \$4 *Oxford*
 New chapters in Greek art. Gardner, P. \$7 *Oxford*
 New Japanese womanhood, The. Faust, A. K. \$1.50 *Doran*
 New verse written in 1921. Bridges, R. \$2 *Oxford*
 Newer Dispensation, The. Butler, C. \$2 *Newer Dispensation Pub. Co.*
 Normal backwardness and balance in child life. Scott, G. D. \$1.75 *Badger*
 North-western France. Muirhead, F. \$4.80 *Macmillan*
 On the colophons and marginalia of Irish scribes. Plummer, C. \$1 *Oxford*
 On England. Baldwin, S. \$4 *Stokes*
 Open doors to science. Caldwell, O. W. \$1 *Ginn*
 Pandora. Yarnall, A. \$1.75 *Dorrance*
 Passer-by, The. Dell, E. M. 75c. *Burt*
 Physiology of taste, The. Brillat-Savarin, J. A. \$3.50 *Liveright*
 Pimpernel and Rosemary. Orczy, Baroness. 75c.
 Plan of a novel. Austen, J. \$7 *Oxford*
 Pledged to the dead. Poate, E. M. 75c. *Burt*
 Prairie shrine, The. Horton, R. J. 75c. *Burt*
 Principles and technique in religious dramatics. Edland, E. 60c. *Methodist Bk.*
 Red lamp, The. Rinehart, M. R. 75c. *Burt*
 Rose of the world. Norris, K. T. 75c. *Burt*
 Secret Service Smith. Scott, R. 75c. *Burt*
 Selecções poéticas. Janer, F. \$2.40 *Silver, Burdett*

Select letters; v. 2. Cicero. \$4.25 *Oxford*
 Select source book of British history, A. Tur-
 ral, J. \$1 *Oxford*
 Selling at retail. Pelz, V. H. \$2.50
McGraw-Hill
 Short introduction to the gospels, A. Bur-
 ton, E. D. \$1.75 *Univ. of Chic. Press*
 Skyrocket, The. St. Johns, A. R. 75c. *Burt*
 Songs of praise. \$2 *Oxford*
 Splashin' sunlight and shadows. Scott, E.
 W. \$2 *Badger*
 Splendid road, The. Roe, V. E. 75c. *Burt*
 Story girl, The. Montgomery, L. M. 75c.
Burt
 Stuart (Gilbert). Park, L. \$100 *W. E. Rudge*
 Third warning, The. Muir, A. 75. *Burt*
 Three speeches in the general strike. Simon,
 J. \$1.25 *Macmillan*

Time of man, The. Roberts, E. M. \$2.50
Viking Press
 Training for secretarial practice. Taintor, S.
 A. \$2.50 *McGraw-Hill*
 Travels in Arabia Deserta. Doughty, C. M.
 \$10 *Liveright*
 Treasure Island. Stevenson, R. L. 80c.
Oxford
 Twenty years in Borneo. Bruce, C. \$4
Stokes
 Two Reds of Travoy, The. Perry, C. \$2
Chelsea House
 Vigiles of imperial Rome, The. Reynolds, P.
 K. B. \$3 *Oxford*
 Way of life, A. Osler, W. 75c. *Oxford*
 Way to keep him, The. Murphy, A. 35c.
Oxford



Old and Rare Books

Edited by Frederick M. Hopkins



THE English auction season closed with an important sale at Sotheby's in London on July 26, 27 and 28.

THE English and American auction seasons were alike in one respect: all genuinely rare material brought good prices. American competition played a pretty important part in London and many English collectors feel that American collectors are a little too reckless with their money. As a rule American buyers have been well advised.

TWO letters to Akhanton, the heretic King of Egypt, written on clay tablets, which measure only a few inches in their greatest dimensions, have been placed on exhibition in the recent accessions room of the Metropolitan Museum of Art. According to the July number of *The Bulletin*, the official publication of the Museum, these two letters, with the exception of a fragment of a letter at the University of Chicago, are the only Amarna tablets in America.

A SET of the works of Joseph Conrad is being bound for Doubleday, Page & Co., by the French Binders, a group of

artist craftsmen who came to this country several years ago to bind rare and valuable volumes for members of the Grolier Club and J. P. Morgan's library, and have since been connected with the Country Life Press. The books are being bound in sea blue French levant with silk linings, and each volume bears on the side a mosaic design in colored leathers symbolic of the tale in that particular volume. The set is only partially completed, but it is already apparent that the undertaking will be a great artistic success.

ONE good sale deserves another. The recent sale of Americana by Charles F. Heartman was so successful that another of similarly rare material will be held on August 7, at Metuchen, N. J. This sale is made up of selected material, including pamphlets, broadsides, autograph letters, documents and rare books. There are books and pamphlets relating to the American Revolution, California, Canada, the Early West, the North American Indians, Mormons, New Jersey, New York, and Vermont, and a wide range of historical and literary autograph letters.

A MAGNIFICENT literary enterprise, says the London *Observer*, is approaching completion. It is the reproduction in facsimile of one of the most glorious and romantic of all mediæval illuminated manuscripts. This is the treasure of Heidelberg, the "Manesse Manuscript," containing the poetry of the German minstrels—Walther von der Vogelweide, Hartmann, and over a hundred more. The pictures illustrate the whole mediæval life of Germany, and these, with the illuminated initial letters, are reproduced in all the beauty of the original colors heightened by gold and silver. There will be only 300 copies for sale.

RAMSAY MACDONALD, late premier of England, is among the distinguished men of England who have signed a letter suggesting that a memorial to William Blake, poet and engraver, be placed in St. Paul's Cathedral. On August 12, exactly one hundred years ago, Blake died. For many years Blake's burial place remained unknown, and it was not until the present century was well advanced that it was located under an asphalt footpath in Bunhill Fields, where that other mystic and visionary, John Bunyan, also rests. There is nothing there to indicate the spot, but the memorial in St. Paul's will provide a tribute that is long overdue to one who was among the great imaginative artists England has produced.

THE American Historical Association last week announced the permanent organization of historians of nineteen nations into the International Committee of Historical Sciences, whose aim is to advance historical scholarship. A contribution of \$25,000 from the Laura Spellman Rockefeller Memorial made possible the immediate organization of the historians, a project fostered since the Brussels Congress of 1923. The first congress of the international body will be held in Oslo in 1928, the second probably in Warsaw in 1933, and others at five-year intervals. The new committee is already planning publication of a yearbook of historical bibliography, proposed by J. Franklin Jameson, of the Carnegie Institution in Washington.

DENT of London have in preparation a volume containing the hitherto unpublished stories, and the full-length play, "The Contaminated Family" by Tolstoy, which have only recently been printed in Russian from the original manuscripts. The twelve stories, which have been translated by C. J. Hogarth and Lydia Turin, range over practically the whole of Tolstoy's literary career. They were given by the daughter whom he had made his literary executor to a close personal friend of the family for production by the publishing house in Moscow of which, until its suppression by the Soviet authorities, that friend was head. Publication in Russia was impossible, but the Russian text has now been issued in Paris for the benefit of the Russian Society for the Diffusion of Tolstoy's Works.

A FULL report of Columbus's last voyage, with a roster of his crews, their salaries and all incidents of the trip, is contained in manuscripts brought to New Orleans recently by Dr. Rudolph Schuler, archaeologist, from Central America. Dr. Schuler is in New Orleans at Tulane University, hoping to enlist support in the publication of his discoveries. He claims to have unearthed unpublished accounts of Columbus's last voyage to America, together with a history of the survivors of the expedition, while delving into ancient Central American and Spanish archives. Before engaging in Latin-American research, Dr. Schuler spent many years in archaeological work in Greece and Rome. Acting as scientific adviser, he accompanied Theodore Roosevelt when the former president made his famous trip thru the heart of the Brazilian jungles.

Catalogs Received

Forty-five standard English authors of the twentieth century in the original bindings as issued. Ernest Dressel North, 587 Fifth Ave., New York City.

Livres anciens et modernes rares ou curieux relatifs à L'Afrique, L'Asie, L'Océanie. (Items 958.)

Adrien-Maisonneuve, 5, Rue de Tournon, Paris, France.

Old books printed between 1640 and 1700 and including about 1,000 tracts published during the period of the Civil War. (No. 374; Items 3487.) Thomas Thorp, 109 High St., Guilford, England.

Publishers' remainders. (No. 272; Items 202.) W. Heffer & Sons, Ltd., Cambridge, England.

Saturday morning, August 7th, at 10:40. Americana, autographs, books and pamphlets. (No. 188; Items 444.) Charles F. Heartman, 612 Middlesex Ave., Metuchen, N. J.

Uniform Entrance Requirements in English

FOllowing is the list of books for 1926-28 determined upon by the National Conference on Uniform Entrance Requirements in English. The old name, College Entrance Requirements, has been changed because the list is now widely used in many institutions other than those preparing distinctly for college.

Books for Reading—1926-28

GROUP I

Two to be Selected

Dickens: *A Tale of Two Cities*.
 George Eliot: *Silas Marner*.
 Scott: *Quentin Durward*.
 Stevenson: *Treasure Island* or *Kidnapped*.
 Hawthorne: *The House of the Seven Gables*.
 Cooper: *Last of the Mohicans*.

GROUP II

Two to be Selected

Shakespeare: *Merchant of Venice*.
 Julius Cæsar.
 King Henry V.
 As You Like It.
 The Tempest.

GROUP III

Two to be Selected

Scott: *The Lady of the Lake*.
 Coleridge: *The Ancient Mariner*; and
 Arnold: *Sohrab and Rustum*.
 A collection of representative verse, narrative and lyric.
 Tennyson: *Idylls of the King* (any four).
 The *Æneid* or the *Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of the *Odyssey*.
 Longfellow: *Tales of a Wayside Inn*.

GROUP IV

Two to be Selected

The Old Testament (the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*).
 Irving: *The Sketch Book* (about 175 pages).
 Addison and Steele: *The Sir Roger de Coverley Papers*.
 Macaulay: *Lord Clive*.
 Franklin: *Autobiography*.
 Emerson: *Self-Reliance and Manners*.
 Macaulay's *History of England* (Chapter III) may be substituted for *Lord Clive*.

GROUP V

Two to be Selected

For any Book in this Group a Book from any Other may be Substituted

A modern novel.
 A collection of short stories (about 150 pages).
 A collection of contemporary verse (about 150 pages).

A collection of prose writings on matters of current interest (about 150 pages).
 150 pages of modern plays.
 All selections from this group should be works of recognized excellence.
 A collection of scientific writings (about 150 pages).

Books for Study

GROUP I

One to be Selected

Shakespeare: *Machbeth*.
Hamlet.

GROUP II

One to be Selected

Milton: *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*.
 Browning: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippedes*, *My Last Duchess*, *Up at a Villa*—*Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, "De Gustibus"—, *Instans Tyrannus*, *One Word More*.

GROUP III

Two to be Selected

Burke's *Speech on Conciliation with America*.
 Macaulay's *Life of Johnson*.
 Arnold's *Wordsworth*, with a brief selection from *Wordsworth's Poems*.
 Lowell's *On a Certain Condescension in Foreigners* and *Shakespeare Once More*.

MODERN LANGUAGE REQUIREMENTS

Typical Texts in French and German

The requirements in French and German follow the recommendations of the Committee of Twelve of the Modern Language Association, given as follows:

FRENCH

1st year: A well-graded reader for beginners; Bruno *Le Tour de la France*; Compayré *Yvan Gall*; Laboulaye, *Contes bleus*; Malot, *Sans Famille*.

2nd year: Daudet, *Le Petit Chose*; Erckmann-Chatrian, stories; Halévy, *L'Abbe Constantin*; Labiche et Martin, *Le Voyage de M. Perrichon*; Lavis, *Histoire de France*.

3d year: Bazin, *Les Oberlé*; Dumas, novels; Mérimée, *Colomba*; Sandeau, *Mlle. de la Seiglière*; Tocqueville, *Voyage en Amérique*.

4th year: Dumas fils, *La Question d'Argent*; Hugo, *Quatre-Vingt-treize*, —*Les Misérables*; Loti, *Pêcheur d'Islande*; Taine, *L'Ancien régime*; Vigny, *Cinq-Mars*; an anthology of verse.

GERMAN

1st year: After one of the many readers especially prepared for beginners,—Meissner's *Aus meiner Welt*; Blüthgen's *Das Peterle von*

Nürnberg; Storm's *Immensee*, or any of Baumbach's short stories.

2d year: Gerstäcker's *Germelshausen*; Eichendorff's *Aus dem Leben eines Taugenichts*; Wildenbruch's *Das edle Blut*; Jensen's *Die braune Erica*; Seidel's *Leberecht Hühnchen*; Fulda's *Unter vier Augen*; Benedix's *Lustspiele* (any one). For students preparing for a scientific school, a good scientific reader is recommended.

3d year: Heyse's, Riehl's, Keller's Storm's Meyer's, Ebner-Eschenbach's, W. Raabe's, *Novellen* or *Erzählungen* can be read. Schiller's *Wilhelm Tell*; Freytag's *Die Journalisten*; Heine's *Harzreise*.

4th year: Goethe's, Schiller's, Lessing's works and lives.

Spanish Requirements

The requirements in Spanish, which follow the form and spirit of the recommendations made for French and German by the Committee of Twelve of the Modern Language Association, are based upon recommendations made by a committee of that association in December, 1917.

Suitable texts for the first year are: A carefully graded reader for beginners; Juan Valera, *El pájaro verde*; Pérez Esrich, *Fortuna*; Altamirano, *La navidad en las montañas*.

Suitable texts for the second year are: A collection of short stories by different authors; a collection of brief comedies; a collection of easy lyrics (Spanish and Spanish-American) or of verse fables; a Spanish or Spanish-American historical reader; Alarcón, *El Capitán Veneño*; Carrión and Aza, *Zaragüeta*; Frontaura, *Las tiendas*; Quintana, *Vasco Núñez de Balboa*; Jorge Isaacs, *Maria*; Palacio Valdés, *José*; Márquez, *Amalia*.

Suitable texts for the third year are: Taboada, *Cuentos alegres*; Isla's version of the *Gil Blas*; Selgas, *La mariposa blanca*; Pérez Galdós, *Doña Perfecta*; Palacio Valdés, *La Hermana San Sulpicio*; a collection of essays dealing with Spanish or Spanish-American life and customs; Moratin, *El si de las niñas*; Larra, *Partir a tempo*; plays of the Alvarez Quintero Brothers; plays of Benavente.

Suitable texts for the fourth year are: Novels of Blasco Ibáñez, Fernán Caballero, Pardo Bazán, Pereda and Valera; Cervantes, *Don Quijote* (selections); plays of Benavente, Breton de los Herreros, Echegaray, García Gutiérrez, Gil y Zárate, Gómez de Avellaneda, Hartzenbusch, López de Ayala, Martínez Sierra, Núñez de Arce, Pérez Galdós, Tamayo y Baus; an anthology of verse; Bécquer (selections).

LIST OF EDUCATIONAL PUBLISHERS

With Key to the Abbreviations Used in Educational List

Fuller information on books listed may often be found on advertising pages in the case of those publishers whose names appear in black face.

Ab	Abingdon Press	N. Y.	Lt	Little, Brown & Co.	Boston
Al	Allyn & Bacon	Boston	Ly	Lyons & Carnahan	Chicago
Am	American Book Co.	N. Y.	Ma	Manual Arts Press	Peoria, Ill.
Ap	Appleton (D) & Co.	N. Y.	Mc	Macmillan (The) Co.	N. Y.
Ar	Ambrose (F. M.) & Co.	N. Y.		Cambridge University Press (Macmillan Co., Agts)	
Ba	Barnes (A. S.) & Co.	N. Y.	Me	Merriam (G. & C.) Co.	Springfield, Mass.
Bc	Badger (R. G.)	Boston	Mi	Miller System	Boston
Be	Benziger Bros.	N. Y.	Mk	McKay (David) Co.	Phila.
Bg	Beckley-Cardy Co.	Chicago	Ml	Merrill (Charles E.) Co.	N. Y.
Bh	Barnes (A. J.), Publishing Co.	St. Louis, Mo.	Mn	McKnight & McKnight	Normal, Ill.
Bk	Brentano's	N. Y.	Na	National Tuberculosis Assn.	N. Y.
Bl	Blakiston's Son & Co.	Phila.	Nn	Newson & Co.	N. Y.
Br	R. R. Bowker Co.	N. Y.	No	Noble & Noble	N. Y.
Bs	Boni & Liveright	N. Y.	Nr	Norton (W. W.)	N. Y.
Bt	Baker & Taylor Co.	N. Y.	Nt	Newton (The) Co.	Chicago
Bu	Bruce Publishing Co.	Milwaukee, Wis.	Os	O'Shea & Co.	Bayonne, N. J.
Bw	Barrows (M.) & Co.	Boston	Ox	Oxford University Press (Amer. Branch)	N. Y.
Bx	Bobbs-Merrill Co.	Indianapolis	Ph	Phonographic Institute Co.	Cincinnati
Bz	Berlitz (M. D.)	N. Y.	Pi	Pitman (Isaac) & Sons	N. Y.
Cc	Century Co.	N. Y.	Pr	Prang (The) Co.	Chicago
Co	Columbia University Press	N. Y.	Pu	Putnam's (G. P.) Sons	N. Y.
Cw	Crowell (T. Y.) Co.	N. Y.	Py	Practical Text-Book Co.	Cleveland, O.
Dp	Doubleday, Page & Co.	Garden City, N. Y.	Ra	Rand, McNally & Co.	Chicago
Dt	Dutton (E. P.) & Co.	N. Y.	Re	Regents Publishing Co.	N. Y.
Eb	Exeter Book Publishing Co.	Exeter, N. H.	Rn	Ronald Press Co.	N. Y.
Ed	Educational Institute	N. Y.	Ro	Row, Peterson & Co.	Chicago
El	Ellis Publishing Co.	Battle Creek, Mich.	Rr	Radnor (Marvin)	Buffalo, N. Y.
Fc	Franklin & Charles	Lancaster, Pa.	Ry	Reilly (Peter)	Phila.
Fl	Flanagan (A.) Co.	Chicago	Sa	Sanborn (Benj. H.) & Co.	Chicago
Fo	Four Seas Co.	Boston	Sb	Smith & Bassett	Valley City, N. D.
Fu	Funk & Wagnalls Co.	N. Y.	Sc	Scribner's (Charles) Sons	N. Y.
Gi	Ginn & Co.	Boston	Sd	Sadlier (W. H.)	N. Y.
Gm	Graham (Andrew J.) & Co.	N. Y.	Sh	Stechert (G. E.) & Co.	N. Y.
Gr	Gregg Publishing Co.	N. Y.	Si	Silver, Burdett & Co.	Newark, N. J.
Hb	Harper & Bros.	N. Y.	Sk	Stokes (F. A.) Co.	N. Y.
He	Heath (D. C.) & Co.	N. Y.	Sn	Saunders (W. B.) Co.	Phila.
Hm	Houghton Mifflin Co.	Boston	Sp	Simmons-Peckham Co., Inc.	N. Y.
Ho	Holt (Henry) & Co.	N. Y.	Sr	Scott, Foresman & Co.	Chicago
Hr	Herder (B.) Book Co.	St. Louis, Mo.	St	Steiger, E.	N. Y.
Hs	Hinds, Hayden & Eldredge	N. Y.	Sw	Schwartz, Kirwin & Fauss	N. Y.
Ht	Harcourt, Brace & Co.	N. Y.	Sx	Shaw (A. W.) Co.	Chicago
Hv	Harvard Univ. Pr.	Cambridge, Mass.	Sz	Southern Publishing Co.	Dallas, Tex.
Hy	Handy Book Corporation	Harrisburg, Pa.	Tn	Translation Publishing Co.	N. Y.
Ir	Iroquois Publishing Co.	Syracuse, N. Y.	Uc	University of Chicago Press	Chicago
Lb	Laidlaw Bros.	N. Y.	Up	University Publishing Co.	Lincoln, Nebr.
Li	Lippincott (J. B.) Co.	Phila.	Ut	Universal Textbook Co.	Chicago, Ill.
Ll	Lothrop, Lee & Shepard Co.	Boston	Wa	Wagner (Harry)	San Francisco, Calif.
Ln	Longmans, Green & Co.	N. Y.	Wb	World Book Co.	Yonkers, N. Y.
Jh	Johnson Publishing Co.	Richmond, Va.	Wh	Wheeler Publishing Co.	Chicago
Jn	Jones (Marshall) Co.	Boston	Wk	Winston (J. C.) & Co.	Phila.
Ki	Kilner (H. L.) & Co.	Phila.	Wr	Wahr (George)	Ann Arbor, Mich.
Kn	Knopf (Alfred A.)	N. Y.	Wx	Webb Book Publishing Co.	St. Paul, Minn.
La	Laird & Lee	Chicago	Wy	Wycil & Co.	N. Y.

The American Educational Catalog for 1926

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**REVISED AND CORRECTED TO JULY 1926
INCLUDING**

TEXTBOOKS FOR KINDERGARTENS AND ELEMENTARY SCHOOLS, HIGH SCHOOLS AND ACADEMIES

The list is as complete as possible in this field. Alphabetical by author or by series.

GREEK AND LATIN TEXTS

A complete list indexed by the author. Also dictionaries and translations.

ENGLISH LITERATURE TEXTS AND THOSE OF MODERN EUROPEAN LANGUAGES

Alphabetical by author and including all the most called for editions of the books that are being used for class-room study and college preparation.

SUPPLEMENTARY READING

A very comprehensive list arranged by authors of the best books in every field for use in or out of the class-room.

TECHNICAL EDUCATION, MANUAL TRAINING, DOMESTIC SCIENCE, ETC.

A comprehensive selection of the most prominent texts.

PEDAGOGICS, VOCATIONAL GUIDANCE, AND TEACHERS' AIDS

A selection of the best known books.

THE LIST DOES NOT INCLUDE books under 10 c. in price, out of print books, editions that are now superseded, or those now in little demand.

THE PRICES ARE NET as revised by the publishers to July, 1926.

A double asterisk (**) designates books forthcoming and as yet unpriced.

The bindings are cloth unless otherwise specified.

THE KEY TO PUBLISHERS' NAMES WILL BE FOUND AFTER THIS PAGE.

AN INDEX BY SUBJECT CLASSIFICATION FOLLOWS THE AUTHOR LIST. This classified list will be found useful in suggesting books on allied subjects or in bringing to mind authors and editions half remembered.

IN ORDERING FROM THIS LIST be particular to specify edition and to give full name of the book as entered.

KEEP YOUR BACK NUMBERS of the American Educational List, as publishers are dropping many titles from their catalogs.

THE AMERICAN Educational Catalog for 1926

A

Aanrud. Lisbeth Longfrock (Poulsson)....	Gi	64
Abbott (A. J.) Ear Training	Am	56
Individual Singing Exercises, Grades 4 to 8, 5 vols.	ea. Am	16
Individual Songs for Grammar Grades....	Am	20
Rudiments of Music	Am	32
Abbott (F. F.) History of Rome	Sr	1 60
Abbott (J.) Adventures of a Country Boy (Johnson)	Am	68
A Boy on a Farm (Johnson).....	Am	64
Abbott (M. A.) First Latin Writer.....	Am	80
Abernethy (J. W.) American Literature. Mi	i 88	
Correct Pronunciation	Ml	1 00
English Literature	Ml	2 00
About (E. F. V.) La Mère de la Marquise and La Fille du Chanoine (Super). Gi	72	
(Brush)	He	84
Le Roi des Montagnes (Logie)	He	88
(Wilson)	Mc	80
Trente et Quarante	Ln	68
Teacher's ed.	Ln	72
Abry-Audic-Crouzet. Histoire de la littérature Française	Me	2 00
Acevedo y Dalmáu. Libro Primero de Lectura	Gi	60
Libro segundo	Gi	72
Método Fonético para Enseñar a Leer y a Escribir	Gi	10
Ackley & Collister. Laboratory Guide for Physics	Jr	68
Adams. Mother Goose Songs	No	50
Adams (C. F.) New Physical Laboratory Manual	Am	72
Physics for Secondary Schools	Am	1 44
Teachers' Manual	Am	40
Adams (E. S.) Junior Typewriting	Gr	1 00
Adams (E. W.) Community Civics	Sc	1 32
Adams (G. B.) Civilization during the Middle Ages	Sc	2 75
Medieval Civilization	Am	50
Adams (H. C.) Description of Industry ...	Ho	1 40
Adams (H. F.) Ways of the Mind	Sc	1 80
Adams (J. Q.) Chief Pre-Shakespearean Dramas	Hm	3 75
Adams (S. W.) Five Little Friends	Mc	80
Adams (W. C. T.) Practical Methods for Teaching Elementary Geography...Hs		
Adams & Trent. United States History...Al		
Addison. De Coverley Papers (Thurber). Al		
(Underwood). (Eclectic)	Am	48
(Winchester). (Gateway ser.)....	Am	68
(Kings' Treasures Series)	Dt	60
(Hudson)	He	60
(Riverside Lit.)	Hm	56
(Longman's Eng. Classics)	Ln	60
(Turpin)	Ml	60
(Myers)	Ox	1 00
(Twombly)	Si	40
(Abbott) (Lake Eng. Class.)	Sr	50
(Wylie)	Wb	80
Select Essays (Thurber)	Al	65
(Scribner's Eng. Classics) (Fairley). Sc	48	
Selections from the Spectator (Modern Student's Lib.)	Sc	1 00
Selections from the Tatler and the Spectator (Abbott, H. V.)	Sr	60
Spectator (Everyman's Lib.)	Dt	80
Addyman. Agricultural Analysis	Ln	2 00
Admire. Progressive Typewriting	Mc	1 60
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Gilbert (C. B.) <i>The School and Its Life</i>	Si	1 60	— Intermediate Bk.	Sc
What Children Study and Why	Si	1 72	Goldberger & Brown. <i>Course of Study</i>	Sc
Gilbert (C. B.) & Harris (A. V.) <i>Guide Books to English:</i>			Golden. <i>Laboratory Course in Wood-Turning</i>	Am
Book 1	Si	88	Golden Book of Choice Reading	Am
Book 2	Si	92	Golden Rule Series. <i>See Sneath, Hodges & Golden Treasury Readers. See Stebbins & Coolidge.</i>	52
Poems by Grades:			Golden (E.) & Fenno (E.) <i>Oral Algebra</i>	Si
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Un curioso accidente (Ford)	He	64
Goldsmith (O.) <i>Deserted Village</i> . (Whiskard)	Ox	30
— and Gray's Elegy in Country Church-yard (Pound)	Gi	48
— and Traveller with Gray's Elegy	He	48
Deserted Village and other poems (Riverside Lit.)	Hm	44
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— (Select English Classics)	Ox	25
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— and She Stoops to Conquer (Dickinson) (Riverside College Classics) (Dobson)	He	88
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Poems (Dobson)	Ox	85
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— (Tupper)	Si	44
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— (Morton)	Si	56
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	4th Book	Am 68																																																																																																																																																																																																			
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	Ward. Minimum French Vocabulary Test Book	Mc 60																																																																																																																																																																																																			
	Ward (C. H.) English Evidence. Teacher Testimony from the University of California Summer Session	Sr 1 00																																																																																																																																																																																																			
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	Ward (E. G.) Rational Method in Reading:																																																																																																																																																																																																				
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Elementary Spanish Prose Book	Sa	1 40
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HISTORY	PEDAGOGY AND TEACHERS' AIDS		
KINDERGARTEN	PENMANSHIP	SOCIOLOGY	
LANGUAGE AND LITERATURE			

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Algebra.	Mathematics.	Logarithms.	Comp. or Bus.
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Biology.	Lang. and Lit., and Supp.	Mythology.	Philosophy, Ethics.
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Drama.	Vocational guidance.	Question books.	Nat. Science, Chem.
Drawing.	Lang. and Lit. texts or Suppl. Reading.	Readers.	Nat. Science, Chem.
Economics.	Art.	Recitations.	Subject or Pedagogy,
Electricity.	Sociology, Economics, etc.	Religious education.	Examinations.
Elocution.	Nat. Science, Physics.	Rhetoric.	Reading and elocution.
Lang. and Lit.	Reading and elocution.	Safety First.	Reading and elocution.
Entomology.	English for Foreigners	Shorthand.	Philosophy.
Ethics.	Nat. Science Biol. Zoo.	Singing.	Language, English.
Etymology.	Philosophy.	Sound.	Nat. Science, Hygiene.
Examinations.	Lang. and Lit., Eng.	Spelling.	Business training.
Folk-lore.	Pedagogy.	Stenography.	Music.
Geology.	Suppl. Reading.	Synonyms.	Physics.
Geometry.	Nat. Science.	Trigonometry.	Lang. and Lit., Eng.
Government.	Mathematics.	Typewriting.	Mathematics.
Grammar.	Sociology, Economics, etc.	Weights and measures.	Business training.
Gymnastics.	Lang. and Lit.		Math., Arith., Mensuration and Table Books.
Heat	Physical training.		Penmanship.
Human body.	Nat. Science, Physics.		Nat. Science, Biology.
Hygiene.	Nat. Science, Biology.		
Inorganic Chemistry.	Nat. Science, Biology, Physiology & Hygiene.		
Law.	Nat. Science, Chemistry.		
Legislation.	Economics and Civics.		
	Economics, Civics.		

SUBJECT CLASSIFICATION

For the American Educational List, 1926

ART

GENERAL WORKS

Bailey	Carotti, G.	Newmarch, R.
Bennett, C. A.	Cox, M. A.	Parker, D. H.
Boas, B.	Gardner, H.	Reinach, S.
Brooks, A. M.	Haney	Richardson, R. B.
Brown, A. A. V. & Raukin, W.	Hicks, A. M.	Sargent
Bush, C. V.	Magonigle	Snow & Froehlich
Calkins	Mathias, M. E.	Topic Books
	Morgan, A. B.	Varnum, W. H.

ARCHITECTURE

Elwood, F. G.	Shallenberger,
Hamlin, A. D. F.	J. K.
Seaman, G. W.	Topic Books

Windoos &
Campbell.

DRAWING

Arnold, S. L.	Gleason, M. F.
Beem & Gordon	James & Benson
Colby, L. E.	Keel-Smith
Collins, F. H.	Lawrence & Sheldon

Lewis, G. C.
Norton
Shinn, C. X.
Soper, M. G.

MECHANICAL DRAWING

Anthony	Dunlop & Jackson	Low & Bevis
Babbitt, A. B.	Ericksen, H. T.	Morris, I. H.
Bailey, C. H.	Ermeling & Others	Payne, A. E.
Bennett, C. A.	Faber, J. F.	Phillips & Orth
Berg & Elleson	Faunce	Spooner, H. J.
Berg & Kronquist	Greene, G. G.	Stevens, T. W.
Cohoon, S. F.	Handy, C. E.	Sturtevant, W.
Collins, F. H.	Heller, M. L.	Tracy, J. C.
Crawshaw & Phillips	Hudson, H. P.	Treleaven, J. T.
Daniels, F. T.	Hutton, P. W.	Windoos, R. F.
	Low	

PAINTING

Van Dyke, J. C.

PERSPECTIVE. See *Geometry, Descriptive.*
See also *Supplementary Reading: Art*

BUSINESS TRAINING

BOOKKEEPING

Accounts

Altholz, N. & Klein, A. W.	Hodge, A. C.	Montgomery, J. L.
Bartholomew, W. E.	Hoover, S. R.	Nichols
Belding	Jackson, Sanders	Peel, A. J.
Bennett, R. J.	& Sproul	Practical Text
Bexell & Nichols	Kester, R. B.	Books
Borton, E. J.	Kirk & Street	Read & Harvey
Bowman	Klein, J. J.	Scovill
Cabinet-Card	Koopman, S. B.	Scovill & Baily
Cole, W. M.	& Kester, R. B.	Seavy
Cowles, C. E.	Krebs, W. S.	Shaw
Cowles & Starkey	Lynaugh & Thompson	Whigam & Frederick
Ellis	Lyons & Read	Williams &
Ellis, C. B.	Lyons & Smith	Rogers
Hall, M. P.	McKinney, W. S.	Woodbridge,
Himmelblau, D.	Meservey	F. W.
	Miner	
	Miner & Elwell	

COMMERCIAL ARITHMETIC

See *Mathematics, Arithmetic, Commercial.*

COMMERCIAL GEOGRAPHY

See *Geography, Commercial.*

COMMERCIAL LAW

Babb, H. W.	Essentials	Practical
Bly	Fitch, A. N.	Spencer, E. W.
Burgess & Lyons	Gano	Townley, W. C.
Bush, C. H.	Huffcut	Weaver, S. P.
Cole, C. B.	Lyons & Smith	Welch, A. W.
Conyngton, &	Nichols &	Whigam, W. N.
Bergh	Rogers	Williams & Rogers

CORRESPONDENCE

Banks, E.	Gardner, E. H.	Munson & Van
Belding, A. G.	Hagar & SoRelle	Sant
Berlitz	Harrison, E. S.	Opdycke, J. B.
(French)	(Spanish)	(French)
(German)	Holzinger, M. S.	Pitman, I.
(Spanish)	Hossfeld	(French)
Bonney & Cole	(French)	Powell, J.
Bowlin & Marsh	(German)	Powers, O. M.
Brown, H. S.	(Portuguese)	Practical Text
Brooks	(Spanish)	books
Campbell, B. J.	Hotchkiss &	Ray & Bahret
Candee, A. M.	Drew	(Spanish)
Cook, L. B.	Janau	Raymond, C. H.
d'Arlon & Gielly	(French)	Romera Navaro
(French)	Kenyon	(Spanish)
Davis &	(Spanish)	Scott & Browne
Lingham	Kimball, G. S.	Smart, W. K.
Deffendall	Kutner	SoRelle & Hagar
Dolch, W.	Labat, J. J.	Sparkman, C. F.
Dumville, B.	(French)	(Spanish)
Ellis	McHale	Van Wagener, K.
Fish & d'Avesne	(Spanish)	Webster, E. H.
(French)	Mason, W. F.	Whittem-Andrade
Fuentes & Elias	(Spanish)	(Spanish)
Gallagher, O. C. & Miles, D.	(Spanish)	Williams & Rogers
Moulton, L. B.		Zerbe

METHODS AND PRACTICE

Adams, H. C.	Kilduff, E. J.	Osborn, A. F.
Anderson, Ross	Kirk, J. G. & Street J. L.	Practical Text
& S.	Kirk & Waesche	books
Bexell & Nichols	Kneeland, N.	Read
Birch, C. E.	Ladd, A. J.	Ronograph
Bolles, A. S.	Leigh, R.	Schoch & Gross
Brisco, N. A.	Lyons, L. S.	Shaw, A. W.
Bruce, W. G.	Marshall	SoRelle
Cadwallader,	L. H.	Starch, D.
Cody, S.	McClelland, F. C.	Strumpf
Cowan & Loker	McGill, F. E.	Teller & Brown
De Haas, J. A.	Maynard &	Weaver
Durell, F.	Weidler	Webster, W. C.
Ellis	Montgomery, J.	Whigam & Frederick
Ferris & Collins	L.	Whitehead
Ford & Ford	Morton, D. W.	Whitehead, H. W.
Galloway, L.	New	Wilkes, York & T.
Jesness, O. B.	Nichols, F. G.	Williams & Rogers
Keir, M.	Norton, H. R.	
	Opdycke, J. B.	

SHORTHAND

Anderson, W. L.	Gardner, E. H.	Irving, W.
Atherton, M. C.	Graham, A. J.	Lorimer, G. H.
Barnes, A. J.	Greenberg, S. V.	McCredie, E. M.
Bottome, W. B.	(German)	Markett, M. I.
Carroll, L.	Gregg, J. R.	Moser
Dewey, G.	Hale, E. E.	P.
Dickens, C.	Hall & Cunningham	Munson, J. E.
Doyle, A. C.	ham	Munson, Van
Eldridge, E. H.	Hawthorne, N.	Sant and Van
Farmer, E. W.	Heffley	Sant
Frick, M. de M.	Hunter, A. M.	Pitman
		(Spanish)

SHORTHAND—Continued

Pitman, Benn	Practical Text-	Torrey
Pitman, Isaac	books	Ward, N.
Pitman (Benn)	Roosevelt, T.	Westenhaver,
& Howard	Scott & Browne	L. M.
Powers, O. M.	SoRelle & Gregg	Wheatcroft, W.

TYPEWRITING

Adams, E. S.	Fritz & Eldridge	Practical Text-
Admire	Hakes, A. B.	books
Barnes, A. J.	Harned	Smith & Wiese
Bell & Wasson	Neuner, J. J.	W. SoRelle, R. P.
Book, W. F.	& Bowman, W.	SoRelle & Cutler
Butts, F. M.	B.	SoRelle & Gregg
Depew, O.	Pitman, Isaac	Vocabulary
Frazier, D. W.		

GEOGRAPHY**GENERAL WORKS**

Brunhes	Fairgrieve, J.	Ridgley, Eck-
Chamberlain &	Frye & Atwood	blaw & D.
Chamberlain	McMurry, C. A.	Salisbury and
Clark, R. B.	Rabenort, W.	Others
Dillon	Ramsay	Skeat, E. G.
Fairbanks, H. W.	Redway, J. W.	Wetherill, H. B.
		Whitbeck, R. H.

ELEMENTARY

Allen, N. B.	Herbertson, F. D.	Redway, J. W.
Barnes	Iroquois	Ridgley &
Cornell	King, C. F.	Dillon
Deane & Davis	Knowlton, P. A.	Ridgley & Others
Dodge, R. E.	McMurry, C. A.	Roddy
Dodge & Lackey	Maury, M. F.	Salisbury &
Eclectic	Miller & Davis	Others
Fairbanks, H. W.	Mitchell, S. A.	Shepherd, E. P.
Frye, A. E.	Monteith, J.	Thompson, T. E.
Haaren	Morton, E. H.	Winslow
Herbertson, A. J.		

GRADED COURSES

(Figures designate grades of books)		
Barton & Bunting	Frye-Atwood (1-2)	McMurray & Par-
(Prep.)	Geography by	kins
Benziger (1-2)	Grades (4a-8b)	Pickles, H. (1-6)
Brigham & Mc-	Herbertson, F. D.	Sadlier (3-8)
Farlane (1-2)	(1-8)	Tarr & McMurr-
Dodge, R. E.	King, C. F. (1-6)	ray (1-2)

SPECIAL

Allen, N. B.	Johnson, W. E.	Ridgley & Crompton
Barrows & Parker	(Mathematical)	Jordan & Cather
(U. S. & Canada)	(Europe)	(Economic)
Blach, L. R.	(North America)	Ridgley, Dillon, & Thoenes
(Industrial)		(North America)
Blanchard-Todd	Lewin, E.	Ridgley & Im-
(France)	(Africa)	boden
Bowman, L.	McFarlane, J.	(Africa, Aus-
(Political)	(Economic)	tralia & World)
Branom & Ganey	MacMunn & Coster	Smith, D. H.
(Western Hemisphere)	McMurtry & Parkins	(Economic)
Brief	(Canada, Latin Am. Europe)	Smith, J. R.
(New Europe)	Niver & Farrell	(Human)
Brigham & Mc-		Southworth
Farlane		(South America)
Colby, C. C.		Stark, M. C.
(Economic)	Rabenort (North and South America)	(South Amer-
Dakin (Rivers)		ica)
Dryer		Stark & Whittle-
(Economic)		sey
Fairgrieve, J. & Young E.	(Asia, Africa, Australia)	(North America)
Howarth, E. K.	Ridgley & Dexheimer	Straubenmuller (N. Y. City)
(Bible)		Whitbeck
Howarth, O. J. R.	(S. Am.)	(Industrial)

STATE

Bartlett, I. W. (N. J.)	Ellsler, G. R. (Md.)	Redway, J. W. (Pa.)
Bengston (Nebr.)	Emerson (New Eng.)	Rice & Paden (Cal.)
Brosnan, C. L. (Idaho)	Evans, L. B. (Ga.)	Shawkey (W. Va.)
Condra (Neb.)	Littlejohn & Knowlton (Tex.)	Smith & Perry (N. Y.)

Smith & Walker Starkey, G. W. Webb, V. L.
(Texas) (Me.) (Ark.)

Staley (N. Y.) Thralls (Pa.)

See also *Graded courses for state supplements*

COMMERCIAL

Brigham	Huntington &	Redway, J. W.
Chisholm	Cushing	Robinson, E. V.
Gannett, Garrison James, H. & Houston	Keller & Bishop	Sanford, G. W. Smith, J. R.
Gregory, Keller & Bishop	Morris, C. Packard &	Tarr & Von Engeln
Howarth, O. J. R.	Wetherill, H. B. Sinnott	

PHYSICAL

Arey & Others	Geikie	National Geographic Mono-
Chamberlain, J. F.	Gregory, Keller	graphs
Davis, W. M.	& Bishop	Redway, I. W.
Davis & Hughes	Hinman, R.	Regents
Dryer	Hopkins, T. C.	Salisbury, R. D.
Eclectic	Houston	Skeat, E. G.
Everley, Blount, Maury, M. F. & W.	Maury & Simonds Thornton	
Fairbanks, H. W.	Merrill, W. A.	

MAP DRAWING

Atwood, Allen & Geography		Morrison, S. E.
Robinson	Goode, J. P.	Salisbury & Trowbridge
Bryant & Hughes	Hodgson, C. W.	MacGowan, H. A. Webster & Webb

ATLASSES

Atlas	Classical Atlas	McAdie
Bartholomew, J. G.	Darbshire B. V.	MacCoun, T. Murray
Butler, G.	Freeman, E. A.	Redway, J. W.
Chute, J. C.	Goode, J. P.	Harper Winston
Colbeck, C.	Winslow Hodder, F. H.	

PORTUGUESE (written in)

Portuguese

SPANISH (written in)

Marcial Dorado & Thomas

QUESTIONS AND EXERCISES

Nichols, W. F. Peeler & Newton Regents
1001 Questions Reed, H. E. Sutherland & Sandford

See also *Supplementary Reading: Geography*.

HISTORY**GENERAL WORKS**

Barnes	Guggenberger	Stevenson
Benezet	Hoyland, J. S.	Swinton
Betten, F. S.	Leadbetter	Tuell, H. E.
Blackmar	Madeley, H. M.	Turner & Merk
Colby	McMurry, C. A.	Van Loon, H.
Duruy	Morris, C.	Webster, H.
Elson, H. W.	Morris & Wood	Wells & Carter
Elson & Mac-	Myers, P. V. N.	West, W. M.
Mullan	Perkins, C.	Wetherill, H. B.
Ferguson, A. H.	Ploetz, C.	Wissler, C.
Fisher, G. P.	Putnam, G. P.	

ANCIENT

Bailey & Kent	Lewis, L. B.	Seignobos, C.
Barnes	Madden	Smith, W.
Betten, F. S.	Map Exercises	Webster, H.
Breasted, J. H.	Mills, D.	Wendel
Du Pontet, C.	Morey, C. W.	West, W. M.
Hamilton & Blunt	Myers, P. V. N.	Westermann, W. L.
Leadbetter	Newman, J. B.	Regents

GREEK

Bury, J. B.	Hamilton, M. A.	Oman, C. W. C.
Davis, W. S.	Lewis, L. B.	Pennell
Fairbanks, A.	Mahaffy, J. P.	Smith, W.
Fowler & Wheeler	Miller, W.	Tappan, E. M.
Fyffe, C. A.	Morey, C. W.	Thallion
Greene, W. C.	Myers, P. V. N.	West, W. M.
	Newton & Treat	Zimmern, A.

HISTORY, ANCIENT—Continued**ROMAN**

Abbott, F. F.
Bury, J. B.
Creighton, M.
Davis, W. S.
Duff, J. W.
Ferrero, G.
Gibbon
Granrud, J. E.

Hamilton, M. A.
How & Leigh
Johnston, H. W.
McKinley
Morey, C. W.
Morey, W. C.
Myers, P. V. N.
Newton & Treat
Pelham, H. F.

Pennell
Petrie, A.
Robinson, J. J.
Robinson, W. S.
Smith, W.
Tappan, E. M.
Tighe
West, W. M.

MEDIEVAL

Adams, G. B.
Ashley, R. L.
Beazley, C. R.
Davis, W. S.
Dewe
Emerton, E.
Harding

Leadbetter
Map Exercises
Mowat, R. B.
Myers, P. V. N.
Ogg
Plunket, I. L.
Regents
Robinson, J. H.

Robinson, Breast-
ed & Beard
Seignobos, C.
Thatcher &
McNeal
Thompson, J. W.
Thorndike, L.
Webster, H.

MODERN

Ashley, R. L.
Barnes
Bénét, L. P.
Bettens & Kauf-
mann
Davis, W. S.
Dewe
Droppers, G.
Elson
Flick, A. C.
Gordy, W. F.

Harding
Hayes & Moon
Hoskins, H. L.
Jones & Sleman
Leadbetter
McNeal
Map Exercises
Meyer, C.
Myers, P. V. N.
Newman, J. B.
Plum & Ben-
jamin

Rao & Pole, D. G.
Regents
Robinson, J. H.
Robinson, Breast-
ed & Beard
Rogers, J. D.
Schapiro, J. S.
Seignobos
Speare & Norris
Webster, H.
West, W. M.

AMERICAN

Andrews, M. P.
Atkinson, A. M.
Barker, L. L.
Barnes
Barnes, E.
Beard & Bagley
Blaisdell & Ball
Bourne & Benton
Burnham, S.
Burnham & Boyd
Davidson, H. M.
Eclectic
Eggleston
Elson, H. W.
Elson & Mac-
Mullan
Estill, H. F.
Evans, L. B.
Faris, J. T.
Field, L. A.
Forman
Gerson

Gordy, W. F.
Gorton, A. T.
Gorton & Gorton
Guitteau, W. B.
Halleck, R. P.
Handy, S.
Hart, A. B.
Hix
Hodgdon
Kennedy, W. H.
J., & Joseph, M.
Lawler
Lefferts, W.
McBrien
Mace, W. H.
Mace & Petrie
Mace & Tanner
McMaster
Madden
Montgomery,
D. H.
Morris, C.

Mowry &
Mowry
Newton & Irving
Newton & Treat
Perry & Price
Robbins
Savage, W. J.
Sadlier, W. H.
Sherwood
Southworth, G. V.
Tappan, E. M.
Thomas, A. C.
Thompson, W.
Thorpe, F. N.
Thwaites &
Kendall
West & West
White, F. H.
White, H. A.
Wilson, A. E.
Woodburn &
Moran

ADVANCED

Adams & Trent
Andrews, M. P.
Ashley, R. L.
Bassett
Beard & Bagley
Beard & Beard
Bourne &
Benton
Brigham
Brown & Howard
Burgess, J. W.
Caldwell, R. G.
Callender
Celeste, Sister
Chancellor, W. E.
Chandler & Chit-
wood
Channing
Cornman &
Gerson
Cousins & Hill
Eggleston &
McClure
Evans, L. B.
Federalist
Ferguson, A. H.

Fish, C. R.
Fisher
Fiske, J.
Fite, E. D.
Forman, S. E.
Franciscan Sisters
Garner & Henson
Gordy, W. F.
Greene
Greenwood, J. H.
Guitteau, W. B.
Hall, Smither &
Ousley
Harding &
Harding
Harley
Harper
Hart, A. B.
Haworth
Henry
Herdman, M. L.
Hudson &
Guernsey
Hulbert, A. B.
James, J. A.
James & Sanford

Kennedy, W. H.
M., & Joseph, M.
Latane, J. H.
Leonard & Jacobs
McCarthy
Mace, W. H.
Mace & Bogardus
McLaughlin,
A. C.
McMaster, J. B.
Map Exercises
Montgomery
D. H.
Morris, C.
Muzzey
Noyes, A. D.
Parkman, F.
Paxson, F. L.
Regents
Sadlier, W. H.
St. John &
Noonan
Southworth &
Southworth
Sparks, E. E.
James & Sanford

Stephenson &
Stephenson
Thompson, C. M.

Thompson, W.
Thorpe, F. N.
Thwaites, R. G.
Viles
West, W. M.
White, H. A.

STATE

(Ark.)
Reynolds, J. H.
(Cal.)
Bandini
Bolton, H. E., &
Adams, E. D.
Hunt, R. D.
(Ga.)
Evans, L. B.
(H. I.)
Alexander, M. C.
(Ill.)
Robinson &
Moore
Woodburn &
Moran
(Ia.)
Seerley & Parish
(Ky.)
Kinkead
(Md.)
Gambrill
(Minn.)
Parsons

(Mo.)
Loeb
Loeb & Viles
Viles, J.
Woodburn &
Moran
(Mont.)
Fogarty
(N. J.)
Ellis & Snyder
(Ohio)
Gentry & Guit-
teau
Woodburn &
Moran
(N. Y.)
Williams, S.
Woodburn &
Moran
(N. D.)
Fish & Black
(Ohio)
Gregory & Guit-
teau
Woodburn &
Moran
(Okla.)
Buchanan & Dale

(Ore.)
Clark, R. C.
(Pa.)
Morris, C.
Wallace, D. D.
Woodburn &
Moran
(S. C.)
White, H. A.
(S. D.)
Johnson, W. E.
Putney, E. F.
Ransom, F. L.
Robinson, D.
(Tenn.)
McGee
Seates, S. E.
(Tex.)
Barker, Potts &
R.
Bolton & Barker
Newton & Irving
(Va.)
Smithy
(W. Va.)
Lewis, V. A.
Shawkey

See also Economics and Civics: State Government.

ENGLISH

Andrews, C. M.
Belloc, H.
Carter, H. W.
Colby
Creighton, M.
Dale, L.
Davis, M. O.
Gardiner, S. R.
Green, J. R.
Guest, G.
Gwyther
Harding &
Harding
Higham, C. S.
Innes
Larson, L. M.

Longmans
Low, J. H.
Macaulay
Mackie, R. L.
Maitland
Map Exercises
Montague
Montgomery,
D. H.
Morgan, W. T.
Mowat, R. B.
Mowry, A. M.
Newton & Treat
Niver, H. B.
Oman, C. W. C.
Ransome, C.

Robinson, H. C.
Smith, F. A.
Stone
Tappan, E. M.
Terry, B.
Thomas, A. C.
Trenholme
Trevelyan, G. M.
Tuell & Hatch
Turrall, J.
Usher, A. P.
Walker, A. P.
Warren
Waters, C. M.
Williamson, J. A.
Wyatt-Davis

EUROPEAN

Ashley, R. L.
Atkinson, A. M.
Dale, L.
Davis, M. O.
Davison, L. H.
Edwards, W.
Emerton, E.
Freeman
Freeman, E. A.
Glover, W.
Grant, A. J.
Hall, J.

Hazen, C. D.
Hoskins, H. L.
Hoyland, J. S.
Lawler
Lawrence, D. H.
Mace, W. H.
McKinley, Cou-
lomb & Gerson
Map Exercises
Myers, P. V. N.
Newton & Irving
Robinson, J. H.

Robinson,
Breasted &
Beard
Robinson, Breast-
ed & Smith
Rose, J. H.
Sadlier, W. H.
Schapiro, J. S.
Turner, E. R.
Webster, H.
West, W. M.
Williams, O. H.

FRENCH

Creighton
Duruy

Montgomery,
D. H.

Sloane, W. M.
Super, C. W.

GERMAN

Meyrick, A.

FOREIGN LANGUAGE (Written in)

McMaster, J. B.
(U. S. Sp.)

Montgomery,
D. H.
(U. S. Sp.)

Supple, E. W. (S.
America, Sp.)
Young, T. P.
(France, Fr.)

SPECIAL

(Argentina)
La Guardia & La
Guardia
(Australia)
Wade, C. G.
(Belgium)

(Far East)
Webster, H.
(Hebrew)
Kent, C. F.
(Latin America)
Hoskin
(Porto Rico)
Cloppe
(Russia)
Cazalet

(N. Y. City)
Rexford, F. A.
Dictionary
(Philippines)
Barrows, D. P.
(Russia)
Cazalet

QUESTIONS AND EXERCISES

History Syllabus Kimm, S. C. Shaw
Hix, M. Moyer, F. E. Somervell
Map Exercises

See also *Supplementary Reading: History*

KINDERGARTEN**GENERAL WORKS**

Arnold, S. L. Cannell & Wise Perdue & Griswold
Atwood, N. Comenius Pousson, E.
Bates, L. Kraus & Boelte Stevenson
Montessori, M.

STORIES, SONGS, ETC.

Bryant, S. C. Lindsay & Poul-Yerkes, L. A.
Lindsay, M. sson

GAMES

Bates, L. Gibson Sage & Cooley
Garrison Marsh, C. G. Sample, E. A.
Moody Smith, L. R.

WORK

Davis McCormack Sample, A. E.
Fulmer, G. MacCuaig & Clark Smith, L. R.

LANGUAGE AND LITERATURE**LITERATURE, GENERAL****GENERAL MANUALS**

Binn Greenlaw & Mooney, M. S.
Boas & Smith Stratton Nield, J.
Connell Heydrick Reynolds & Gree-
Elson, Keck & Greenlaw Kent, R. G.
Foley Krapp, G. P.
Greenlaw, Elson & Keck Lewes MacClintock P. L.
Greenlaw & Miles

Bayne-Goldberger Jordan
Beveridge, Ryan Kellow
& Lewis Kimball, L. G.
Bolenius, E. M. Kittredge &
Bryce & Spaulding Arnold
Buhlig Knight, M.
Center Knowles, A.
Chancellor, W. E. Laidley
Chapin & Arnold Lawrence
Cowan, Betz & Lee, A.
Charters Leiper
Craigie, W. A. Leonard & Cox
Denney & Skinner Lewis, C. L.
Dotson Long, C. C.
Driggs, H. R. Dunton & Kelly
Educational Longmans
Institute Lyte
Emerson & Macdonald, A. B.
Bender Evans
Fisher, A. Leonard & Cox
Fisher & Call Denney & Skinner
Flagg, M. B. Dotson
Frank, M. M. Dunton & Kelly
Gilbert & Harris Educational
Goldberger, H. Institute
Gorton & Pitkin Emerson &
Grady & Wade Bender
Griffin & Moraff Evans
Harrington Manly-Bailey
Harris & Gilbert Manly-Bailey
Harvey, T. W. Rickert
Hodge & Lee Markowitz &
Hoenshel, E. J. Starr
Howard, Haw- Matravers, C. H.
thorne & How- Maxwell, W. H.
Hyde, M. F. Murray & Wiles
Jeschke, H. O'Shea, W. J.
O'Shea & Eich- & Wetherow
mann Young, N. J.

BIOGRAPHIES AND CRITICAL STUDIES

Alden, R. M. Guerber, H. A. Norwood, G.
Baker (Epic) Heydrick, B. A. Lamborn, E. A.
Barbe (Famous Poems) (Essays) Matthews, B.
Bruner, J. D. (Short Story) Irish, F. V.
Cross, W. L. (Greek in Eng- Moulton, R. G.
lish) Morize
Esenwein, J. B. Murphy
(Short Story) Neal, R. W.
Grabo, C. H. (Short Story)

ENGLISH—COMPOSITION AND RHETORIC

Atkinson, W. P. Davis, R.
Aydelotte, F. Dillon, C.
Baker & Hunting-Donnelly
ton
Baldwin, C. S. Edgar, H. C.
Ball Elson & Runkle
Ballou, F. W. Emerson &
Baum, P. F. Bender
Beard, J. Emery, I. C.
Blaisdell, T. C. Erskine, J., &
Blanton, A. W. Erskine, H.
Bleyer, W. G. Esenwein, J. B.
Bolenius, E. M. Espenshade
Borah, L. A. Fansler & Fansler Kirkland
Bowlin & Marsh Farrington, D. D.
Boynton, P. H. Fletcher
Brautigan, Harper Flint, L. N.
& K. Knight, M.
Brewer Foerster, N.
Briggs & McKin- Kurtz and others
ney Gardiner Kitt-
redge & A.
Briggs, McKinney Genung, J. F.
& S. Genung & Han-
son
Bright & Miller Gerrish & Cun-
Brooks, S. D. nningham
Brooks & Hub- Gowdy & Dex-
bard heimer
Brown & Barnes Grever & Batch-
Brubacher & Snyder lor
Snyder
Bryce & Spaulding Grose, H. B.
Carpenter, M. F. Grever & Jones
Carson Hamilton, C.
Center, S. S. Hammond
Clark, T. F. Hammond, C. E.
Claxton & L.
McGinniss, J. Hanson
Clippinger, E. E. Harrington
Cook, L. B. Harrington &
Cook & Benham Frankenberg
Copeland, C. T. Hart, J. S.
& Rideout, H. M. Harris, T. G.
Mikels Wynne, A. Hatfield, W. W.
& McGregor,
A. L.
Coppens, C. Lyte
Cross, E. A. Macdonald, A. B.
Cruse, A. MacEwan
Curt, M. J. McFadden, E. B.
Darby, A. McKeon, M.
Herrick & Damon Mahoney, J. J.
Hevrick, B. A. Manly & Bailey
Hill, A. S. Maxwell & John-
ston
Miller, E. L. Maxwell & Smith
Miller & Palmer Merkley & Fer-
guson
Miller & Paul Musgrave

COLLECTIONS

Alden, R. M. French, R. L. Miller & Plee
Ashmun, M. Fuess Morley, C.
Avent, J. M. Gay, R. M. Prichard
Axell, U. F. Gayley & Flaherty Pym, B.
Baker, G. P. Gerson, O. Representative
Baldwin, C. S. Golden Book Rhodes, C. E.
Baldwin, J. Greenlaw & Han- Richards Mrs. W.
Ballads & Ballad ford Gunnison, B.
Poetry Briggs, Curry & Halleck & Bar-
Payne bour
Butler, M. A. Harrington, H. F. Schweikert, H. C.
Center, S. S., & Haynes & McCoy Seward, S. S.
Saul, L. M. Houston & Bon- Showerman
Chamberlain & nell Sisam, K.
Bolton Irish, F. V. Smith, M. M.
Chamberlain, E. Knickerbocker, Spaulding &
Clarke, G. H. E. V. B. Spaulding
Clark, S. H. Law, F. H. Sperlin, O. B.
Cohen, H. L. Literary Master- Teter, G. E.
pieces Lodge, H. C. Thomas
Curtis & Man- Matthews, B. & Paul,
drey Thornton
Deming & Bemis Mavnaier, H. Untermeyer, L.
Dickinson, T. H. McCullough & Williams, B. C.
Everyman's Lib. Burgum Wynne, A.

ENGLISH—LANGUAGE LESSONS

Baker & Thorne- Baker & Roehn Bartlett, A. L.
dike Ball, A. E. Baskerville-Sewell

COMPOSITION & RHETORIC—Continued

Neal, R. W.	Sanford, Brown	Steps in English
Nichol	& S.	Stern, R. B.
O'Connor	Savitz, Bates &	Sullivan & Ball
Oldham, S. R.	Starry	Swinton
Opdycke, J. B.	Scott & Denny	Sykes, F. H.
O'Shea & Eichmann	Scott & Southworth	Tanner, W. M.
Otto, W. N.	Seachrest	Thomas, H.
Palmer, G. H.	Seward	Thomas, Howe & O.
Parker, R. E.	Shackford	Thorndike, A. H.
Parsons, J. C.	Shackford & Judson	Thurber, S.
Patrick, J. T.	Judson	Van Wagenen, N. J.
Patterson	Sheridan	Waddy
Pearson	Sheridan, Kleiser & M.	Wallace & O'Neil
Perry, F. M.	Sherman, L. A.	Ward, C. H.
Quackenbos, J. D.	Shipherd, H. R.	Webster, E. H.
Radford	Simons, E. S.	Wendell, B.
Raymond, C. H.	Simons, Orr & G.	Weseen, M. H.
Raymond, G. L.	Slater	White
Reed & Kellogg	Smith, E.	Whitfield, R.
Rhodes, C. E.	Smith, H. J.	Williams, W.
Robbins & Perkins	Smith, L. W.	Williams & Tressler
Robbins & Row	Spalding, E. H.	Wood, T. S.
Robeson, F. E.	Spencer	Woolley
Royster-Thompson	Spencer, M. L.	Wright
Sampson & Hol-	Stebbins, C. M.	
land	Steeves & Ristine	

ENGLISH—GRAMMAR

Allen, E. A.	Hall, J. L.	Paul, H. G.
Allen & Harvey	Hanna & Taylor	Pearson & Kirchwey
Allen & Hawkins	Harris, T. G.	
Aishouse & Root	Harvey, T. W.	Perry & Eichmann
Ball	Hermans, M. C.	Practical Textbooks
Bartlett & McBain	Herzberg & Lewin	
Baskerville-Sewell	Hitchcock, A. M.	Prince, J. T.
Bigelow, M. T.	Hoenshel, E. J.	Reed & Kellogg
Blanton, A. W.	Holliday, C.	Regents
Blount & Northup	Camenisch	Ridgdon
Bryce, C. T. & Spaulding	Holtz, M. E.	Robbins & Row
Buehler, H. G.	Hosie-Hooper	Rossman-Mills
Burleson, D. S.	House & Harman	Sadlier
Camenisch & Holliday	Hoyt, M. W.	Sandison & Lowry
Cross, E. A.	Hyde, M. F.	Sanford & Brown
Curme	Keyes, A. M.	Scott, A. C.
Dalgleish	Kimball, L. G.	Scott, F. N.
Davidson & Alcock	Kittredge & Farley	Simons, S. E.
Davis, H. W.	Knight, M.	Smith, C. A.
Deffendall, P. H.	Law	Sonnenschein, E. A.
Duncan, Beck & Graves	Leiper, M. A.	Southworth
Edgar, H. C.	Leonard	Spencer, J. A.
Ellis, E. S.	Lewis & Lynch	Stebbins, C. M.
Elson & Runkel	Logan, Hoffman & Cleveland	Swinton
Essential Studies	Longmans	Sypherd, W. O.
Evans, L. B.	McCullough & Birmingham	Ward & Moffet
Fellows, A. N.	MacEwan	Webster & Cooley
Fowler & Fowler	McFadden, E. S.	Weseen, M. H.
Frank	Matthews	Whitney, W. D.
Frost & Sicor	Maxwell, W. H.	Whitney & Lockwood
Garrigues & Nurnberg	Mead, I. M.	Williams & Rogers
Gemmill, E.	Meiklejohn	Wood, T. S.
Gowdy, C.	Metcalf, R. C.	Woods, G. B., & Stratton, C.
Gowdy & Dexheimer	Miller, G.	Woolbert, C. H.
Grauert	Moffatt & Barroll	Wright & Wright
	Patrick, J. L.	Young, N. J. & Memmott, F. W.
	Paul, G. F.	

ENGLISH—DICTIONARIES

Ayres, H. M.	Fowler & Fowler	Skeat, W. W.
Carr, E. H.	Funk & Wagnalls	Walker, J.
Chambers	Jones, D.	Webster, N.
Concise Oxford	Loring, A.	Weekley, E.
Edwards	Onions	Winston
Everybody's	(Shakespeare)	Worcester
Everyman's	Phyfe, W. H.	Wright, T. G.
Flemming, L. A.	Practical Text Bks.	

ENGLISH—ETYMOLOGY

Anderson, J. M.	Benson	
Bell, R.	Hyde, M. F.	

Scholar's Companion	Scott & Carr	Thoma, W.
	Skeat, W. W.	Webb.

ENGLISH—FOR FOREIGNERS

Ahn	(Japanese)	Meyers & Meyers
Austin, R.	Goldberger, H.	New English
Beglinger, N.	J. Harrington	O'Brien, S. R.
Berlitz, M. D.	Houghton, F.	Parlin, F. E.
Beshgeturian	Howe, O'Hair & P.	Pecorini, A.
Bushnell, A. J.	Hugo	Rose & Shprentz
Chancellor, W.	Howell-Williams	Sharpe, M. F.
Clendening &	Hulshof	Tesson, L.
Lower	Leland & Page	Vingut-Ollendorf
Cohen, D. C.	Matheson, B.	(Spanish)
Field & Coveney	& McCulleigh	Waller, E. R.
(Chinese)		

ENGLISH—HISTORY

Craig, G. L.	Krapp, G. P.	Meiklejohn, J. M. D.
Jesperson		

ENGLISH—PUNCTUATION

Benedict, B. G.	Byrne, H. E.	Summey, G.
Bigelow, M. T.	Campbell, B. J.	Williams & Rogers
Blanton, A. W.	Perry, F. M.	Smith, E. W.

ENGLISH—SPELLERS

Aiton	Hunt, J. N.	Practical
Alexander, G.	Hunt & Gourley	Ramsay & Roy
Arnold, S. L.	Irish, F. V.	Reeder, W. G.
Atwood, E. F.	Lansing, J. S.	Regents
Bailey, E. L.	Leiper, Foster &	Rice
Bailey & Manley	Weathers	Richard, Willard & B.
Baldwin	Leonard & Fuess	Richards, E. S.
Benson	Leonard & Winship	Rossmann Mills
Bouton	Winship	Sadlier, W. H.
Bowen, J. A.	Lewis	Sandwick & Bacon
Brinkworth	McCall & Houser	Sever
Broom & Redway	McGuffey	Sheldon
Bryce, Sherman	Madden, M., & a Sister	Spaulding & Miller
	Mandel	SoRelle & Kitt
Buckwalter, G.	Mayne, D. D.	Spelling
Carl	Meleney & Griffin	Spell-to-write
Chancellor, W. E.	Merrill	Starch & Mirick
Chew, T. O.	Meyer, A.	Stauffer, R. M.
Columbia	Miller, C. M.	Strong
Cronson	Monroe, L. B.	O'Shea, Holbrook
Daly	Morse & Kelley	Van Wagenen
Eaton	Niver, H. B.	Virginia
Eldridge, E. H.	& Cook	Washburne, C. W.
Farrell, E. D.	Osborn & King	Westlake
Funk, N. S.	Parlin, F. E.	Williams & Rogers
Gilmartin	Patterson	Wohlfarth, Pratt & W.
Granger	Payne, B. R.	Pitman, I.
Graves	Pearson & Suzallo	Potter, U. G.
Haaren	Peirce, W. M.	
Harrington, H. F.	Penniman, J. H.	
Harvey, T. W.	Phyfe, W. H. P.	
Hazen, M. W.	Pitman, I.	
Hicks, W. E.	Wohlfarth & Rogers	
Horn & Alderton		
Horn-Ashbaugh		

ENGLISH—SPELLING BLANKS AND WRITING SPELLERS

Barnes	Osborn & King	Shaylor & Shattuck
Farquharson	Pearson	Spencerian
Morrison-McCall	Rational Slant	Superior
	Row, R. K.	

ENGLISH—SYNONYMS AND ANTONYMS

Crabb, G.	Roget, P. M.	Wesely, J. E.
Likes & Opposites	Soule	Whately

ENGLISH LITERATURE**GENERAL MANUALS**

Abernethy	Crawshaw	Howes
Albert, E.	Fine	Lang, A.
Backus & Brown	Fletcher, R. H.	Long, W. J.
Bates, H.	Gardiner, J. H.	McNeill & Lynch
Blaidsell, A. F.	Greenlaw	Meiklejohn, J. M. D.
Boas & Hahn	Halleck, R. P.	Metcalf, J. C.
Bolenius	Haney, J. L.	Miller, E. L.
Christian Bros.	Hazlitt	Hinchman, W. S. Moody & Lovett

AMERICAN LITERATURE—Continued

READERS

Connell, F. M. Gleason Marchant, E. C.
Freeman & Goodwin, W. W.
Lowe

VERBS

Goodwin, W. W.

TEXTS

[For texts of Greek authors see author entries.]
Hall, F. W.

LITERATURE

Jebb Peck Wright, W. C.
Seymour, T. D.

LATIN

Arms, S. D. Harris, C. A. Smith
Bogart, E. E. Hill Smith, W.
Cassell Hurlbut & Wessely, J. E.
Gepp & Haigh Bradley White, J. T.
Harper Kunzler, P. E. Woodhouse, S. C.
Wye, T. E.

FIRST LESSONS

Abbott, M. A. Ford, C. Pearson, H. C.
Arnold, T. K. Gunnison, A. S. Perkins, A. S.
Bain, C. W. & Harley Place, P. O.
Barss, J. E. Harkness, A. Ritchie, F.
Beeson & Scott Heatley & Kingdon Scott, H. F.
Bennett, C. E. Jenner & Grant Scudder, J.
Brooks, N. C. Jones, E. Smiley & Stork
Browne, G. H. Lupold, H. S. Smith, B. C.
Chase & Stuart Mainwaring & Smith, M. L.
Chickering & Paine Tuell & Fowler
Hoadley Nutting Ullman & Henry
Collar W. C. Collar & Daniell Paine & Whittemore, L.
D'Ooge, B. L. Mainwaring D.
D'Ooge & Roehm Parsons & Little
Du Pontet, R. L.

GRAMMAR

Alien & Colby, J. K. Paxson
Greenough D'Ooge, B. L. Regents
Beeson, C. H. Foster & Arms Ripman
Bennett, C. E. Gildersleeve & Ritchie, F.
Bryant & Lake Lodge Roberts & Rolfe
Burton, H. E. Harkness Sonnenschein, E.
Byrne, L. Hussey A.
Chase & Stuart Lane, G. M. Yenni
Niederman, M.

COMPOSITION

Abbott, M. A. D'Ooge, B. L. Mellick
Allen & Phillips Elmore Mitchell, B. M.
Arnold, T. K. Gildersleeve & Nutting
Barss, J. E. Lodge Pearson, H. C.
Bennett, C. E. Inglis, A. Pilsbury, E. H.
Bradley, G. G. Kleist, J. A. Ritchie, F.
Cassery, Mather & Wheeler Scott, H. F.

READERS

Andrew, S. O. D'Ooge Reynolds
Appleton, R. B. Gallup Rolfe, J. C., &
Appleton & Jones Janes Dennison, W.
Barss, J. E. Moore, F. G. Scott & Sanford
Bennett, C. E. Nutting Scott, Sanford &
Carter, F. M. Petrie, A. Beeson
Chase & Stewart Postgate, J. P. Scudder, J.
Chickering Reed, M. J. Sonnenschein
Daniels, E. D. Towle & Jenks

TEXTS

[For texts of Latin authors see author entries]
Arrowsmith & Franklin Morton
Knapp & Greene Mueller
Bishop, J. R. Garrod, W. H. Paxton
Blakeney Geyser, A. F. Peck &
Collar, W. C. Harrington, K. P. Arrowsmith
Dale, F. R. Hebert Ritchie, F.
D'Ooge Jeffter Selections
Egbert Lhomond, C. F. Wait

LITERATURE

Basore & Weber Harper's dict. Rolfe, J. C.
Freeman, C. E. Peck

FRENCH

Alge & Ripman Heath's
Cassell's Hill
Contanseau, L. Hossfeld
International
Lilliput
McLaughlin, J.
Weaselly, J. E.

DICTIONARIES

Ahn Henn Dreyspring
Aldrich and Dubrule, N.
others Fasquelle
Alexander, L. H. Fitzgerald, K.
Alge & Ripman Fougeray, G. P.
Allen & Schoell Francois, V. E.
Ballard, A. W. Francois & Crosse
Batchelor, F. M. S. Giese & Cerf
Bell Greenberg, J.
Bercy, P. Head, W. D.
Berlitz Helein, J.
Bond, O. F. Herding, A.
Bovée Holzwarth &
Camerlynck Price
Chardenck, C. A. Hotchkiss
Churchman & Hugo
Hacker Kron, R.
Clark, T. Kueny, F. J.
Delery & Renshaw Llewellyn,
Dolton, C. S. W. E. M.

FIRST LESSONS

Ahn-Henn Fasquelle
Alexander, L. H. Fontaine, A. C. Meras, B.
Alge & Ripman Francois, V. E. Molt
Allen & Schoell Fraser & Squair Moraud, M.
Armand, E. C. Freeman, C. L. Morrison &
Bacon, E. F. Galland, J. S. Gauthier
Baillot, Twight & Brugnot Muzarelli
Barker, J. L. Goodridge, G. W. Otto-Gaspey-Sauer
F. M. S. Green & Fort Pargment
Bearman, E. C. Greenberg, J. Patterson
Bercy, P. Greenfield & Bab- Pellissier
Berlitz son Pitman, I.
Berthon, H. E. Guerber, H. A. Prentys &
Beziat-Dey Hénin Regents
Bovée & Goddard Holbrook, R. T. Ripman &
Bird, J. P. Hugo Williams
Brigham Huguenot, A. D. Robertson, T.
Briscoe, W. M. Johnston, O. M., Rochelle, P. de la
& Dickman & Elmore, J. A. Rosenthal
Bruce, M. S. Knowles &
Cardon, L. Favard & Chankin
Carnahan Koren, W. Sauzé, E. B. de
Chardenal Lazare, J. Scherer
Cheron & others Mitchell, B. M.
Colin & Sérafon Comfort Schwartz, I. A.
Comfort Pearson, H. C. Levi, M.
De Satgé, H. Pilsbury, E. H. Lister, F.
Dubrule, N. Ritchie, F. Longmans
Edgren, A. H. Scott, H. F. McKenzie, K.
Favard & Hamilton, A. Talbot
Fournon & Mansion, J. E. Ward
Broussard Scott, H. F. Marchand, C. M. Williams
Broussard, J. F. Mariqué & Gilson Wormam

CONVERSATION

Ballard, A. W. Fournon & Levi, M.
Berlitz Broussard Mansfield, J. E.
Bernard, T. Gaspey, Otto Maloubier, E. F.
Bierman & Sauer Pattou
Frank Giese & Cerf Pitman, I.
Brentano's Hein Rosenthal &
Cardon, L. & Weeks, R. Chankin
Helein, J. Cattanes, H. Hleinquin Villesbrunne,
Hossfeld Cheney, G. H. Hossfeld J. de la
Knowles & Favard DuCroquet, C. P. Kroeh, C. F. Wann
Fontaine, A. C. Kroeh, C. F. Wormam
Kueny, F. J. Yersin & Yersin

PRONUNCIATION

Alge & Ripman Churchman, Knowles &
Ballard, A. W. P. H. Favard
Bascan, L. Dubrule Kroeh
Berlitz Dumville, B. Longmans
Bond, O. F. Geddes, J. Macirone, T.
Broussard, J. F. Jack Martin

AMERICAN LITERATURE—Continued

Ripman, W. Tilly Yersin & Yersin
Tesson, L. Tuckerman, J.

READERS

Aldrich & Foster Giese & Cool Olmsted &
Ballard, A. W. Goodell, R. R. Barton
Ballard-Tilly Guerber-Crosse Papot
Bercy, P. Hills & Dondo Perley, M. E.
Bowen, B. L. Hossfeld Picard, L. B.
Bruce, M. S. Josselyn & Potter, H. A.
Capus Talbot Pumpelly, L., &
Cardon, L. Joynes Koren & Chap-Rollins, G. W.
Chapuzet & man Richards, S. A.
Daniels Kron, R. T. B.
Clement Kuhne & Hooke Sauzé, E. B. de
Colin Kurz, H. Scherer, P. J.
Cramer, J. G. Longmans Sicard, E.
Daniels, F. Luria & Syms
Davies, P. M. Chankin Talbot
Des Beaux, E. McGill & De Walter & Ballard
Desnoyers, L. Desnoyers Lautreppe Weill, F.
Dondo & Perley Martin Whitney, W. D.
Douay Frazer, Mrs. J. G. Mérás & Roth Williamson &
François, V. E. Monvert, A. de Moore & Fouré

VERBS AND IDIOMS

Beck, B. Decourbey Hugo
Bercy, P. De Sauze Kroeh, C. F.
Berlitz Fraser & Marchand, C. M.
Bernard, V. F. Squair Martin, C. F.
Blanchard French Modal Matthews
Bronson, W. C. Goodyear Payen & Payne
Castarede, J. Harmanson Sauzé, E. B. de
Cheney, G. H. Hennequin Warner, R. de K.
De Beauvoisin, M. Horton, C. T. Wright, W. R.
Hossfeld

FRENCH—TEXTS

About, E. F. V. Conley, K. C. Gréville
Angellier Constant, B. Guerber, H. A.
Ardouin-Dumazet Coppée, F. Guerlac
Auassin & Nico- Corneille Guibillon, G.
lette Cousin Guillaumin
Audoux, M. Curel Gyp
Augier & Sandeu Daniels Halévy
Bacon, E. F. Daniels & Harvitt
Balzac, H. de Travers Hatheway
Banville, T. de Daudet, A. Healy, E.
Barbie David Hémon
Barnes, J. F. De Pressense, E. Hervieu
Bazin, R. Dérouléde, F. Hossfeld
Beaumarchais De Tocqueville Hovine, L.
Beque Diderot Hugo, V.
Bellot Dondo Hutchison
Benton, C. W. Dumas Hutton
Béranger Duprè, M. Johnson, A. S.
Berteaux & Har- vitt Enault Karr
Berthet Erckmann- Chatrian King, L.
Boileaux- Despréaux Chatrian La Bédollière
Bornier Erlande Labiche
Bossuet Estaminié & Delacour
Bouet-Willaumez Fabre, J. H. Labiche &
Bourrienne, L. A. F. de Martin
Bowler, M. E. Fautras Laboulaye
Brieux Feuillet La Bréte
Bruno, G. Feuilletton La Fayette
Calvin Foncin La Fontaine
Cameron, A. G. Fontaine, A. C. Lamartine, A. de
Camp Campan Fougeray, G. P. Landelle
Carter, H. Fouqué Langlais
Castellane, de Champfleury Larsimont Laurie
Chancel France, A. Lavisse
Chateaubriand François, V. E. Leeman, J.
Chénier Frazer, J. G. Legouvé &
Cherbuliez, V. Fromentin Labiche
Chouville Galland Lemaitre
Chouville & Savory Gautier, T. Le Sage
Claretie Genestoux Lichtenberger, A.
Clemenceau, G. Génin Lloyd-Williams,
Colin Gervais G. Loti, P.
Colomb Gillet, L. Lucas, St. J.
Girardin Mairet
Gozlan Maistre

Malot, H. Osgood, F. H. Simone
Maloubier, E. Pailleron Sismondi
Manley Pargment, M. S. Soulié
Marbot Peers, E. A. Souvestre, E.
Margueritte & Perrault Spink
Maregueritte Marivaux Porchat Staël
Marivaux Marmier Quinet Stendhal
Maupassant Maurey, M. Racine Stephane, M.
Meilhac & Halévy Pumpelly, L. & Raynal Taine
Mellé Talbot Renault, E. Talbot
Méras, B. Rollins, G. W. Richépin, J. Terry, H.
Méras & Méras Richards, S. A. Rostand, E. Théouret
Mérimée Roth Rotrou Thiers
Méry Rousseau, J. J. Rousseau, J. J. Titterton, J.
Michaud Sainte-Beuve Saintine Thiérry
Michelet Scherer, P. J. Sand, G. Tyler, E. S.
Mignet Sicard, E. Moinaux Sandeau Van Buren,
Minssen Syms Sarcey H. W.
Molinaux Talbot Sardou, V. Verne, J.
Molière Walter & Ballard Schoell, F. Vigneau
Montaigne Montesquieu Schultz, J. Voltaire
Monvert, A. de Musset Scribe & Legouvé Vreeland &
Nicolas Nodier Sedaine, M. J. Michaud
Nohain Noussane Séguin Vuichoul
Ordonneau, Vala- brégue & Kéroul Setchanove, L. J. Williamson &
brégue & Kéroul Silver ser. Papot Wyatt, E. R.
Shipee & Greene Zola

LITERATURE

Abry-Audic-Crou- Duval Morillot, P.
zet Fortier Parker, C. S.
Berlitz (Fr.) Hastings Ritchie & Moore
Both-Hendrickson Jameson & Heacock Saintsbury, G.
Bowen, B. L. Jasinski Schwarz, H. S.
Chevalley, M. A. Latham, A. G. Warren, F. M.
Comfort Mansion, J. E. Watson, M.
De Sauzé Marechal, J. R. Wright, C. H. C.
R. Young

GERMAN

DICTIONARIES

Brandt, H. C. G.	Heath's	Lilliput
Cassell	Hill	Wessely, J. E.
Grimm-Webster	Hossfeld	Zorn, L. V.

FIRST LESSONS

Ahn-Henn	Crandon, L. B.	Schmidt & Glokke
Ahn-Oehlschlaeger	David, W. H.	Spanhoofd, A. W.
Bacon, P. V.	Dreysspring	Stüven, H.
Bagster-Collins	Kayser &	Thurnau, H. C.
Berlitz	Monteser	Walter
Betz & Price	Manfred	Whitney &
Boezinger	Nix	Stroebel
Collar, W. C.	Rees, J. D.	Worman
Comfort	Ripman, Alge	& Zinnecker
Crandall	Hamburger	

GRAMMAR AND EXERCISES

Ahn-Henn	Greenfield, E. V.	Osthaus &
Allen & Phillipson	Grummann, P. H.	Biermann
Bacon, P. V.	Haertel & Cast	Otto-Gaspey-
Ball, F. K.	Ham & Leonard	Sauer
Berlitz	Harris, C.	Pope, P. R.
Bernstorff	Hauch, E. F.	Prokosch & Mor-
Bishop &	Henn-Ahn	gan
McKinlay	Hewitt	Spanhoofd,
Carrington &	Hossfeld	A. W.
Holzwarth	Huebsch-Smith	Spearing, H. G.
Curme, G. O.	Joynes-Meissner	Steiger
Dresden	Joynes-Wessel-	Truscott & Smith
Dreysspring	hoeft	Wezelhoeft
Fiedler & Sand- bach	Kroeh, C. F.	Wiehr, J.
Fraser & Van der Smissen	Mankiewitz &	Wilson A. E.
Gould, C. N.	Leuchs	Worman
	Mosher &	
	Jenney	

CONVERSATION

Ballard & Krause	Sauer	Otto-Gaspey-Sauer
Brentano's	Gohdes &	Steiger
Fossler	Buschek	Wezelhoeft
Gaspey-Otto-	Kroeh, C. F.	

GRAMMAR AND EXERCISES—Continued

PRONUNCIATION

Kroeh, C. F.	Prokosch	Ripman, W.
READERS		
Bacon, P. V.	Gore	Purin & Roedder
Bagster-Collins	Haertel	Rendtorff
Betz	Holzwarth	Roessler
Boisen	Hossfeld	Ripman
Bierwirth & Herrick	Huss, H. C. O.	Savory, D. L.
Brandt, H. C. G.	Jones, K. M.	Scholz
Brentano's	Joynes	Spanhoofd
Dietrich von Bern	Kip, H. Z.	Spearing, H. G.
Dippold, G. T.	Kroeh, C. F.	Stroebe
Foster, L.	Kron, R.	Super
Gelbach	Muenzinger	Tombo
Gohdes & Buschek	Müller & Wenckebach	Wallentin
	Pattou	Walter & Krause
		Zeydel, E. H.

VERBS

Hossfeld	McCollom
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GERMAN—TEXTS

Allen & Batt	Hebbel	Niese
Andersen	Hebel	Prehn
Arndt	Hein, G.	Raabe, W.
Arnold, H.	Heine, H.	Ranke
Auerbach, B.	Helmholtz	Riehl
Aus	Hervey & Granger	Ries
Baumbach	Herzog	Rogge
Baumbach & Wildenbruch	Heyse, P.	Rosegger
Benedix, R.	Hillern, W. B. v.	Roth
Bernhardt	Hoffmann, H. F. K.	Savory, D. L.
Blüthgen	Holly	Schanz
Böhlau	Ibsen	Scheffel
Bolt	Jensen	Scherer & Dirks
Campe	Kayser	Schiller, F.
Carmen Silva (pseud.)	Keller	Schiller & Goethe
Chamisso	Klausmann	Schrakamp
Collitz, K. H.	Kleist	Schücking
Collman	Körner	Sealsfield, C.
Cotton, R. A.	Kurtz, L.	Seeligmann
Dahn	Lassar-Cohn	Seidel, H.
Dillard	Leander	Siegfried
Droste-Hülshoff	Leskien	Spanhoofd, A. W.
Ebner-Eschenbach & Others	Lessing, C. E.	Spiry, J.
Eckstein	Liliencron	Stern, S. M.
Eichendorff	Lohmeyer	Stern & Arrow-smith
Ely	Ludwig	Stifter
Ernst	Manley, E.	Stökl
Fahsel	Manley & Allen	Stoltze
Fick	Meyer, C. F.	Storm, T. W.
Fouqué	Meyer-Forster	Sudermann
Frenssen	Meyr, M.	Thomas, C.
Freytag	Mezger & Mueller	Till
Fulda	Minckwitz & Unwerth	Tyndale
Gerstäcker	Mörike	Villinger
Goethe	Moser	Volkmann-Leander
Grillparzer	Mösher	Wagner, F.
Grimm & Grimm	Müller, F. M.	Wagner, R.
Groller	Müller, E.	Walther
Gronow	Müller & Lichtenstein	Wichert
Guerber, H. A.	Münchhausen	Wilbrandt
Hatfield	Niebuhr, B. G.	Wildenbruch, vor Zschokke

LITERATURE

Bruno Holzwarth	Holfeld	Thomas, C.
ITALIAN		
Hill	Hill	Padovani, P.

DICTIONARIES

Hill	Hill	Wessely, J. E.
FIRST LESSONS		

FIRL LESSONS

Clark, C. U.	Wilkins, L. A.
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GRAMMAR AND EXERCISES

Berlitz	Hossfeld	Otto-Gaspey-Sauer
Grandgent	Hugo	Phelps, R. S.
Grandgent & Wilkins	Marinoni, A.	Pitman, I.

CONVERSATION

Hayward, A. L.

Otto-Gaspey-Sauer

READERS

Bergen & Weston	Hossfeld
Bowen	Marinoni, A.
Brentano's	Wilkins & Altrocchi

Winkins & Santelli

VERBS

Berlitz
Amicis, E. de
Carter, E. M.
Cavour, C.
Farina
Ferrari, P.
Fogazzaro

Hossfeld
Serra, R.
Testa
Van Horne, J.
Wilkins & Marinoni

LITERATURE

Berlitz

RUSSIAN

Hill

Wessely, J. E.
McLaughlin, J.

DICTIONARIES

Berlitz
Currall

Prokosch, E.
Solomonoff, J.

READERS

Brentano's
Dearmer & Taneavitch

Freeth, F.
Harper, S. N.

VERBS

One hundred

Koroléenko
Lermontov, M.
Tolstoy
Y.

TEXTS

Chekov, A.
Dostoieffski

Tolstoy
Turgenev

DICTIONARIES

De Rivas, F. M.
Hill
Lilliput

MacDonald, G. R.
Salva-Webster
McLaughlin, J.
Noble

FIRST LESSONS

Acevedo y Dalmat
Berlitz

Marion & Garenne
Galeno, O.
Hansler & Parmenter
Hills & Ford
Hugo
McHale, C. F.
Manfred, M. E.
Marcial Dorado

Castillo & Montgomery
Coester
Cool
Crawford, J. P. W.
De Vitis, M. A.

Rees, J. D.
Robert, F. W.
Vingut-Ollendorff
Worman

Elder, J. R.
Espinosa & Allen
Ford, J. D. M.
Fuentes & Francois
Galland & Brenes-Mesén

Smith, L. C.
Soffici, A.
Solano, M.
Uphrey
Warren, J.
Warshaw & Bonilla

Hamilton & Van Horne
Hills & Ford
Hossfeld
Ingraham-Edgren
Janer, F.

Seymour & Carnahan
Seymour & Smithers

Knapp, W. L.
Knoffach
Loiseaux, L. A.
Marcial Dorado
Méras

Smith, L. C.
Soffici, A.
Solano, M.
Uphrey
Warren, J.
Warshaw & Bonilla

Languellier
Moreno-Lacalle
Nin, M. G.
Olmsted
Otto-Gaspey-Sauer

Whitman & Aguilera
Wilkins, L. A.
Worman
Worman & Bransby
Ybarra

Pitman, I.
Regents
Giese & Cool

GRAMMAR AND EXERCISES—Continued
CONVERSATION

Ballard & Stewart	Bromhall, E. J.	Kroeh, C. F.
Becker & Mora	Espinosa, A. M.	Pinney
Bonilla	Gasper-Otto-Sauer	Pitman, I.

PRONUNCIATION

Espinosa & Navarro	Kroeh, C. F.	Lacállé, J. M.
	Peers	

READERS

Allen, C. C.	Fuentes & Francois	Marquina
Acevedo & Dalmau	Galland & Brenes-Mesén	Matzke
Appleton L.	Gil y Zárate	Monroe, L. B.
Balshaw, H. C.	Hall, G.	Mowry & Miller
Bergé Soler & Hathaway	Hansler & Parmenter	Nelson
Bransby	Harrison, E. S.	Olmsted, S.
Brentano's Cano, B. S.	Harry, P. W.	Pittaro & Green
Carter & Bloom	Hatheway & Bergé-Soler	Ray,
Crawford, J. P. W.	Hills, E. C.	Roessler & Remy
Cyr, E. M.	Hills & Reinhardt	Rosales
De Haan & Morrison	Hossfeld	Schevill
Deliz	Johnson, A. B.	Solano, M.
De Vitis, M. A.	Loiseaux, L. A.	Spencer, F. E.
Elias	Luquiens, F. B.	Supple, E. W.
Espinosa, A. M.	Luria, M. A.	Terzano, G.
Espinosa, J. M.	McDonald, G. R.	Turrell, C. A.
Ewart	McGuffey	Uribe-Troncoso
Fontaine, C.	Mantilla	Valera
Ford, J. D.	Mapes & Velasco	Walsh, G. M.
Ford & Ford	Marcial Dorado	Warren, J.
	Marinoni	Waxman
	Marinoni & Cheskis	Wilkins, L. A.
		Woolf, E. A.

VERBS

Becker & Mor	Hugo	Traub
Berlitz	Matthews	Williams, L.

TEXTS

Alarcón, P. A.	Gorostiza	Moratin
Altamirano	Hartzenbush, J. E.	Morley
Álvarez Quintero	J. E.	Northrup
Asensi	Henríquez Ureña	Núñez de Arce
Avellaneda	Henry, R.	Palacio Valdés
Azorín	Hill and Buceta	Pardo
Bazán	Hills	Pereda
Becquer	Hills & Cano	Pérez Escrich, S.
Benavente	Iriarte	Pérez Galdós
Blasco Ibáñez, V.	Isaac Jiménez	Pinol, F.
Blest	Knight, W. E.	Quintana, M. J.
Bretón de los Herreros	La Cruz, R. de	Rivera & Doyle
Caballero	Laguardia, Larra	Romera Navarro
Calderón	Lazarillo de Tormes	Samaneigo
Carrión & Aza	Linares-Rivas	Selgas y Carrasco
Cervantes Coester, A.	Luce, A.	Sierra, G. M.
Cornyn, N. H.	Manuel, J.	Taboada
De Vitis, M. A.	Marcial Dorado	Tamayo
Echegaray	Ray	Tamayo y Baus
Fontaine, A. C.	Marmol, J.	Terzano
Ford, J. D. M.	Martínez de la Rosa	Trueba
Frias, H.	Wast Weisinger, N. L.	Valera
García Gutierrez	Wegener, N. L.	Valdes
Garcilaso de la Vega	Wilkins, L. A.	Wilkins, L. A.
	Miller, P. G.	

See also for text-books in Spanish on Arithmetic, Geography, Physics and Shorthand, these subjects.

LITERATURE

Farnell, I.	Kelley, J.	Junco
Fitzmaurice	Ford, J. D. M.	Wilkins, L. A.

OTHER LANGUAGES

Berlitz	garian, Polish, Dutch)	Dutch)
(Danish, Dutch, Portuguese, Chamberlain (Japanese)	Swedish)	
Bohemian, Japanese, Hun-	Brentano's Coffey (Hebrew)	
Brentano's	(Danish,	

De Mesquita, R.	Hossfeld (Portuguese) ..	Dutch, Norwegian, Portuguese)
Goldwasser &	Jablönower (Yiddish)	Japanese, Portuguese)
Groth (Danish)	Hugo (Portuguese)	Portuguese (Portuguese)
Hill (Norwegian, Swedish, Danish)	Lindemann (Hebrew)	Portuguese (Portuguese)
Hills, Ford & Coutinho (Portuguese)	Lilliput (Dutch)	Stedman & Lee (Chinese)
	Polish, Portuguese)	Wessely, J. E. (Polish)

MATHEMATICS

GENERAL WORKS

Barker, E. H.	Hart, W. W.	Schorling, Clark & R.
Breckenridge, M.	Karpinski and others	Schorling & Reeve
Breslich, E. R.	Ladd, A. J.	Short & Elson
Bryant, W. S.	Lindquist	Smith-Foburg-Reeve
Christman	Losh & Weeks	Stone, J. C.
Cobb, H. E.	McLachlan, N. W.	Taylor & Allen
Cracknell, A. G.	Mann, H. L.	Walsh, J. H.
Dooley, W. H.	Ransom, W. R.	Wentworth, Smith & B.
Drushel, J. A.	Reeve	Wentworth, Smith & H.
Evans & Marsh	Rugg & Clark	Werremeyer, D. W.
Connally & Huff	Saxelby	
Griffin, F. L.	Schoring & Clark	
Gugle, M.	Buchanan	
Hamilton &		

ARITHMETIC

Bailey, M. A.	Hull	Stevens & Butler
Ball & West	Hunt, B.	Stoddard, J. F.
Cajori, F.	Lewis, C. J.	Thomas, A. O.
Calfee	Milne, W. J.	Thorndike, E. L.
Campbell, M. M.	Neely & Killius	Walsh, J. H.
Chancellor, W. E.	Osburn, W. J.	Washburne, C. W.
Dubbs	Pract. Text bks.	Watson & White
Ellis, C. B.	Robinson	Weeks, R.
Gardner & Murtland	Roseman	Wells, W.
Ginsbach, J. A.	Sharpe, H. E.	Wentworth & Smith
Hillegas, Peabody & Baker	Siefert	Werremeyer, D. W.
	Smith, D. E.	
	Smith, O. S.	

ELEMENTARY

Alexander-Dewey	Heath	Stevens & Noble
Alexander & Sarratt	Hoyt & Peet	Stone & Millis
Bailey, M. A.	Lockhart, Brown	Sutton & Bruce
Bailey & Germann	& E.	Thomas
Byrnes, Richmon & R.	Milne, W. J.	Umholtz, F. H.
Curtiss, E.	Morey, C. W.	Van Amburgh, D.
Dubbs	Paddock & Holton	Wade, J. H.
Fairbanks & Hebd	Pierce, E. M.	Washburne, C. W.
Gibbs	Robinson	Watson & White
Gray, J. C.	Sanford, H. R.	Wentworth, G. A.
Greenleaf	Sheldon, G. T.	Wentworth & Smith
Harris, Van Stone & Waldo	Short, R. L.	White
Hayes and Others	Smith, D. E.	White, C. E.
	Stevens, L. B.	White, E. E.
	Smith-Burdge	

GRADED

Numbers designate grades of books

Alexander-Dewey	Burk, F. (2-5)	Hamilton, S.
(1-6)	Byrnes, Richman (1-3)	Harvey, L. D. (1-2)
Anderson, R. F.	& R. (1-6)	Hopkins & Underwood (2-2)
Atwood, G. E. (1-8)	Cajori, F.	Hoyt & Peet (1-8)
Baird, S. W. (1-8)	Cameron, N. W.	Knight, Ruch & Studebaker (3-6)
Benziger (3-8)	Campbell & Hughes (3-8)	Knappner & Grady (3-8)
Boylan & Smith (3-8)	De Groat, Firman & Smith (1-3)	Lennes & Jenkins (1-3)
Brooks, H. (4-8)	Drushel, J. A. (3-8)	Durell, F. (1-3)
Brown & Eldredge (1-3)	Drushel, Noonan & Withers	Gorton, Lynch (3-8)
Bruner & Others (1-8)	Drushel & Withers	McMurtry & Benson (1-3)
Buker & Felter (1-3)		

MATHEMATICS—Continued**GRADED**

Milne, W. J. (1-3)	Smith, W. (1-2) Smith-Burdge Southworth & Stone (1-3)	Walton & Holmes (1-4) Watson, E. W. (4-8)
Nichols (1-8)	Stone (1-8)	Wentworth
Osburn, W. J. (2-4)	Strasburger & Chankin (1-3)	& Smith (1-8) Wentworth
Philips & Anderson (1-3)	Thorndike, E. L.	Smith & Shiels (1-8)
Prince, J. T. (1-8)	Van Sickle, Stevens & Marsh	Werner (1-3) Wheeler (1-8) (1-8)
Ray (4-5)	Walsh, J. H.	Winslow, I. O.
Short & Power (1-5)	Walsh-Suzzallo	

HIGHER

Hayes and others	Robinson, H. N.	Wells, W.
Hoyt & Peet	Stone & Millis	Wells & Hart
Lyman, E. A.	Studebaker, J. W.	Wentworth, G. A.
Milne, W. J.	Sutton & Bruce	Wentworth &
Morey, C. W.	Thurston, E. L.	Smith
Philadelphia		White, C. E.

MENTAL

Bailey, M. A.	Milne, W. J.	Thompson, T. E.
Dubbs	Mirick, Ballou & Tall	Walsh, J. H.
Gifford, J. B.	Moran	Weidhamer, E.
Hopkins & Underwood	Ray, J.	Wentworth, G. A.
Joy	Stoddard, J. F.	Wentworth & Smith
Kirk & Sabin		Werner

COMMERCIAL

Birch, C. E.	Ladd, A. J.	Shutts & Weir
Bookman, C. M.	Lewis, C. J.	Smith, O. S.
Curtis, U.	McElroy & Vanouse	Sutton & Lennes
Edgerton & Bartholomew	Miner, Elwell & Touton	Thurston, E. L.
Ellis	Moore, J. H.	Van Tuyl, G. H.
Finney & Brown	Moore & Miner	Walsh, J. H.
Fritches	Read & Fox	Whit & Colgrove
Hart & Watts	Roray, N. L.	Williams, O. F.
King, J. E.		Williams & Rogers

MENSURATION AND TABLE BOOKS

Fiske & Longley	Glover, J. W.	Kind
Furst	Godsey, E. R.	Ward & Viet Wells, W.

SPANISH (written in)

Rosales	Wentworth, G. A.	Wentworth & Smith
Thorndike, E. L.		

QUESTIONS AND EXERCISES

Alvord & Davis	Gray, J. C.	Silver, H. J.
Clapp, F. L.	Hull	Smith
Courtis	Ladd, A. J.	Southworth
Dubbs	Peet & Dearborn	& Stone
Felter, W. L.	Powers & Loker	Strasburger & Chankin
Fowlkes & Goff	Regents	Thurston, E. L.
Gannon & Jackson	Rice, A. L.	Ward

ALGEBRA

Bowser	Newell & Harper	Wells & Hart
Briggs, J. D.	Rietz, Crathorne	Wentworth, G. A.
Edgerton, E. I. & Carpenter, P. A.	& Taylor	Wentworth & Smith
Golden & Fenn	Rivenburg	Wentworth
Long & Brenke	Rubenstein, A.	Smith & Schlauch
Milne, W. J.	Rushmer & Dence	White, E. E.
Milne & Downey	Slaught & Lennes	Williams & Kempthorne
	Wells, W.	

ELEMENTARY

Atwood, G. E.	Ford & Ammerman	Lyman & Darnell
Barber, H. C.	Hallett & Anderson	Marsh, H. B.
Brookman, T.	Johnson, R. F.	Milne, W. J.
Collins, J. V.	Honkins & Underwood	Milne & Downey
Durell & Arnold	Neufeld, J. L.	Myers & Atwood
Edgerton, E. I. & Carpenter, P. A.	Johnson, A.	Philip, M.
Fite, E. D.	Kent, F. C.	Ray, J.
	Longley & Marsh	Schorling & Clark

Schultze, & Breckenridge	Stone & Millis	Wells & Hart
Slaught & Lennes	Sykes & Comstock	Wentworth, G. A.
Smith & Reeve	Walsh, J. H.	Wheeler, A. H.
Somerville	Wells, W.	Wilson
Stone & Hart	Wells & Gerrish	Wright, H. H.

GRADING	Durell, F. (1-2)	Hawkes, Luby & Wells & Hart
	Durell & Arnold	T. (1-2) Wentworth
		Nyberg, J. A. & Smith (1-2)
	Fite, E. D.	Wells, W. Williams & Kemphorne
	Ford & Ammerman	

HIGHER	Ashton & Marsh	Edgerton, E. I. & Stone-Millis
	Barton	Carpenter, P. A. Wells, W.
	Bowser	Fite, E. D. Wentworth, G. A.
	Brookman, T.	Hart, W. L. Milne, W. J.
	Buchanan & Emmons	Hawkes, H. E. Wentworth
	Dickson	Salmon & Smith
		Sieeloff & Smith

QUESTIONS AND EXERCISES

Atwood, G. E.	Hawkes, Luby & Regents
Edgerton, E. I. & T.	Robbins, E. R. & Somerville
Carpenter, P. R.	Johnson, J. T. Sampson, C. H.
Gibbs, R. W. M.	Leighton Shew, G. W.
Gonnely, Huff & McCurdy	Tower Scott, I. O.
Studebaker	Tower Nunn, T. P. Taylor, M. D.

SPANISH (written in)

Wentworth & Smith

GEOMETRY

GENERAL	Altshiller-Court, N.	Schultze & Sevenoak
	Betz & Webb	Scott, C. A.
	Bradbury	Smith, D. E.
	Bush & Clarke	Smith, E. R.
	Carslaw	Smith, R. R.
	Chauvenet, W.	Spencer, W. G.
	Dobbs, W. J.	Spooner
	Durell, F.	Atwood Stone & Millis
	Durell & Arnold	Newell & Harper Sykes & Com-
	Failor, I. N.	Palmer & Taylor stock
	Ford & Ammerman	Parkinson, W., & Wells, W.
	Hart & Feldman	Pressland, A. J. Wells & Hart
	Hayn, J. J. H.	Wentworth, G. A.
	Hornbrook	Wentworth & Smith
	Hunt	Robbins, E. R. Woods
	Ling & Others	Sanders, A.

PLANE

Auerbach & Walsh	Hawkes, Luby & Slaught & Lennes
Austin, W. A.	Hopkins, G. I. Smith, D. E.
Avery, R. A.	Long & Brenke Smith, E. R.
Betz & Webb	Lyman, E. A. Stone & Millis
Bowser	Milne, W. J. Sykes &
Bruce, W. H.	Newell & Harper Comstock
Bush & Clarke	Palmer, Taylor Wells, W.
Durell, F.	Wells & Hart
Durrell & Arnold	Pettee, G. D. Wentworth, G. A.
Edgett	Phillips & Fisher Wentworth-Smith
Failor, I. N.	Robbins, E. R. Williams & Williams
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BIBLIOGRAPHY

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Forney	Otis, A. S.	Stenquist
Freeman, F. N.	Paterson, D. G.	Terman, L. M.
Godsey, E. R.	Peterson, J.	Terman & Others
Goodenough, F. L.	Pintner	Thurstone, L. I.
Haggerty, M. E.	Hathaway, B. A.	Wilkins, L. A.
Hayes, E. P.	Pintner	Wilson, G. M.
Henmon, V. A.	Cunningham	Wisely, J. B., & Gifford, E. M.
Powers, S. R.		Woodrow, H.
Herring, J. P.	Pressey, L. C.	

RURAL SCHOOL

Andress, J. M.	Dinsmore	Rapeer
Arp, J. B.	Eells	Ritter & Wilmarth
Bassett & Smith	Groves, E. R.	Ross, A. E.
Betts & Hall	Kennedy, J.	Terman, L. M.
Boraas, J.	Kirkpatrick, M.	Wilkinson, W. A.
Carney, N.	G.	Woofter, T. J.
Cubberley, E. P.	Pittman, M. S.	
Culter, H. M.		
& Stone, J. M.		

SCHOOL RECORDS

Bartley	Simplex Class Record	Standard Register
Chamberlayne & Ahles	Simplex Daily Plan	Teacher's Class Book
Giles, J. T.		
Hadsell	Simplex Seat Plan	Tracy, J. L.
Noble		

PENMANSHIP**GENERAL**

Barnett	Freeman, F. N.	Steadman & Steadman
Clark, A. W.	Haaren	Stoneman & Smalley
Courtis & Shaw	Hammock	
Farley, White-	Hopper	
house & Gunnison	Lister	
	Spencer, L. P.	
	son	

PENMANSHIP—Continued

SLANT

Barnes & Gourley Spencerian
Columbia

VERTICAL

Hunt & Gourley Newlands & Row

SPECIAL SYSTEMS

Barnett Kelly & Morris Shaylor &
Connor, B. A. Mills, E. C. Shattuck
Healey, H. G. Moore, F. M. Williams &
Hewitt, G. Newlands & Row Rogers

PHILOSOPHY

GENERAL

Bergson, H. Coppens, C. Hunter, T.
Bowne, B. P. Cushman, H. E. James, W.
Buermeyer & Dubray Patrick, G. T. W.
Others Gault & Howard Weber, W. B.

ETHICS

Bowne, B. P. Engelman Moore, T. V.
Cabot, E. L. Forbush Neumann
Cadieux Gow, A. M. Peabody, A. P.
Christian Bros. Gregory, D. S. Peters, C. C.
Coppens, C. Kant Wilkins, Z. P.
Davis, N. K. MacKenzie Wilson, C. H.
McVenn

LOGIC

Adams, H. F. Jevons & Hill Sellars, R. W.
Coppens, C. McNair, G. H. Taylor, W. J.
Gregory, D. S. Mill, J. S. Toohey, J. J.
Jevons, W. S. Robinson, A. T.

PSYCHOLOGY

Allport, F. H. Harvey, N. A. Randall, J. H.
Bennett Hunter, W. S. Robinson, E. S.
Bolton, F. E. Loeb, J. & Others
Carr McDougall, W.
Dewey, J. Morton, G. F.
Downey, J. E. Ogen
Ebbinghaus Phillips, D. E.
Gordy, J. P. Putnam
Hardesty, I. Pyle, W. H.
Harvey, N. A.
Hunter, W. S.
Loeb, J.
McDougall, W.
Morton, G. F.
Ogen
Phillips, D. E.
Putnam
Pyle, W. H.
Randall, J. H.
Robinson, E. S.
& Others
Smiles, S.
Stout, G.
Thorndike, E. L.
Warren, H. C.
Watson, J. B.
Wundt

RELIGIOUS EDUCATION

Baker, E. D. Hoare, H. W. Sisters of Notre Dame
Baltimore Hunting, H. B. Smith, W.
Catechisms Keeler & Wild Soares, T. G.
Barton, G. A. Kent, C. F. Souter, A.
Bewer, J. A. Kinkhead Laufer, C. W.
Bible Leo, Rev. Spalding, B. J.
Bible Lessons Miller, E. E. Spaulding & Dillon
Buell & Wells Moody, M. Steele
Burch, E. W. Oechtering Thomas, E. L.
Child's Bible His- Painter Tucker, R. L.
tora Christian Bros. Phelps, W. L. Versteig, J. M.
Deharbe Rhodes, B. M. Wedewer & Mc-
Dreher-Hammer Rutland Sorley
Engleman Schaeffer, N. C. Whitley, M. T.
Guggenberger School Bible Wight
Heroes & Kings Sharp & Hill Williams, J. E.
H.

SOCIAL ETHICS

Badt, E. L. Leafned, E. C. Starrett, H. E.
Ballou Sadlier Wilson, L. L. W.
Smith, F. A.

PHYSICAL TRAINING

Armstrong, R. A. Crawford, C. Newton, M. B.
Barker, J. S. Elsom & Trilling Reed & Guthe
Bowen Enebuske, C. J. Richards, J. N.
Canfield & others H'Doubler, M. N. Smart
Clark Keene, C. W. Sowers, F. R.
Crampton, C. W. Kirk Staley, S. C.
Crampton & Monroe, L. B. Stowe
Wollaston Wegener

READING AND ELOCUTION

READERS

Akin, F. Dressell, Robbins Mills, L. S.
Appleton & G. Moeller & Tormey
Arnold, S. L. Easy Steps Monroe, L. B.
Ayer Elson & Runkel Murray, C.
Baker, T. O. Fassett Pennell & Cusack
Baker & Thorn- dike Pollard
dike Baldwin, J. Field, W. T.
Baldwin, J. Fryer, J. E.
Ball, L. A. Fuller, S.
Barnes & Lane Gordon, E. K.
Bass Grover, E. O.
Baum, M. Grubb & Taylor
Beebe, E. M. Haaren & Sheridan
Bender, I. C. McManus Sneath, Hodges
Binion, L. Hale, E. M. & S.
Blaisdell & Blaisdell Haliburton, M. Sprague, S. E.
Blodgett & Blodgett Hammond, M. Stewart & Coe
Blodgett Harris & Cooley Sullivan & Cox
Bolenius, E. M. Harris, Van Stone Summers
Brown & Bailey & Waldo Swinton
Bryce, C. T. Talbert
Buffington, Health Thompson & Wil-
Weimer & Jones Herben, B. S. son
Catholic Holbrook, F. True, J. P.
Cleveland Holton Wade & Sylvester
Coe & Specht Horn, E. Ward & Barnum
Columbia Hyde, A. Watkins, E.
Corona Jones, L. H. Wells & Cushman
Courtis-Smith Little Kingdom White, E. G.
Crosby, W. E. McCloskey Wickes
Cyr, F. M. McMahon Wiley, B.
Dalgleish Metcalf Call Winston
Donovan Mickens & Youngquist-Wash-
Robinson burne

GRADED

(Numbers designate grades of books)

Alderman (1-5) Hosc (1-6) Hardy, M.
Aldrich & Forbes Columbia (1-2) Harpers' (1-6)
(1-5) Condon Harvey, M. L.
Alexander, G. Corona (1-2) (1-5)
(1-4) Cyr, M. E. (1-8) Heath's (1-8)
Appleton (1-5) Davis & Julien Hill (3-5)
Arnold, S. L. Demarest & Van Hill & Lyman
Arnold Bonney Sickle (1-4) (7-8)
& S. (1-3) Doyle (1-8) Holton & Curry
Arnold & Gilbert (1-7) Dressel, Robbins (1-8)
Gibert (1-6) & G. (1-6) Horace Mann
Baker & Carpen- Edson & Laing (1-8)
ter (1-6) (1-5) Horn, Shurter
Baker & Thorn- dike (1-8) & Baugh (1-5)
Baldwin, J. (1-8) Elson, W. H. Howe, Pritchard
Baldwin & (5-7) (3-4) & B. (1-8)
Bender (1-8) Elson & Burris Howell-Williams
Barnes (2-5) Elson, Keck & (1-2)
Blaisdell & Greenlaw (5-8) Ideal Catholic
Blaisdell (1-5) Elson & Kelly (1-6)
Blodgett & (4) Jones, L. H.
Blodgett (1-7) Elson & Runkel (1-8)
Bolenius, E. M. Engleman & Mc- Kendall, C. N.
(1-6) Turnan (7-8) (1-8)
Brooks, S. D. Ettinger, Shimer Kenyon & Adams
(1-8) & O'Regan (4-6) (4-8)
Browne, R. W. Evans, Duncan & Kenyon-Warner
(1-4) D. (4-5) (1-8)
Bryant, S. C. Fassett J. H. Laselle, M. A.
(1-2) (1-5) (1-4)
Buckwalter, G. Field, W. T. Lee (1-5)
(2-5) Fox (1-3) Lewis & Rowland
Burchill, Ettinger & Tread- (3-8)
& S. (1-6) well (1-8) Lippincott's
Buswell, G. T. (1-3) (1-5)
Carroll & Brooks Gordon (1-5)
(1-8) Greene, F. N. (5-6)
Catholic (1-4) Haaren & Mc
Chadsey & Spain Manus (1-5)
Chapin & Hale, E. E. Wallach (1-2)
Arnold (5-8) Haliburton, M.
Coleman, Uhl & W. (1-5) Marquette
Readers (1-2)
Merrill (1-8)

READING AND ELOCUTION—Continued

Metcalf Call Riverside (1-8) Vlymen, W. T.
 (1-5) Searson, Martin (1-5)
 Miller & & Tinley (1-8) Wade, F. A.
 Hughes (4-6) Sloan, K. E. (3-4)
 Murray, C. Smith, C. J. (1-3)
 (1-4) New Century (1-8) Walker & Park-
 Spaulding & man (4-6)
 Pritchard (3-5) Bryce (1-8) Walker & Summy
 Norton (1-7) Stebbins & (3)
 O'Brien, Elson Coolidge (1-5) Ward, E. G.
 & R. (1-2) Stone, C. R. (1-5)
 Oswell & Gilbert Story Hour Ward, M. A.
 (2-5) (1-3) Wheeler (1-8)
 Parmly, M. Suhrie & Gee Winston (1-5)
 (1-3) (1-6) Winston Compan-
 Powers & Summers (1-3) ion (1-3)
 Balliet (1-4) Sunny Book (1-3) Withers, Browne
 Prout & Others Swinton (1-6) & Metcalf (6-8)
 (1-2) Thompson, J. G. Withers, Browne
 Rafter (3-4) (1-4) & Tate (1-8)
 Reynolds, J. J., Thompson & Wil- Wright, J. M.
 & Horn (4) son (1-8) (1-4)
 Reynolds, J. J., Villee (1-2) Young & Field
 & Neville (1-3) (1-6)

PHONETIC

De Witt Ripman, W. Waits, H. E.
 Fuller, S. Robbins Ward, I. C.
 Ives Sloan, K. E. Youngquist-Wash-
 Jones, D. Talbert, L. E. burne
 Rausch & Jones Vimont

ELOCUTION

Birmingham & Kidd Phillips, A. E.
 Krapp Lewis Ripman, W.
 Boyce, E. M. Murdock Ross
 Chamberlain & Nicklins, T. Shurter
 Clark Patterson, A. Talbert
 Coomb Pearson & Wickes
 Feno Hicks Yendes

DEBATERS

Babcock & Fort, L. M. Perry, F. M.
 Powell Foster, W. T. Reeves
 Brookings & Henry Ringwalt, R. C.
 Ringwalt Hinds, Hayden & E.
 Covington, H. F. Lyon, L. S. Thomas, R. W.
 Craig Nichol Whitney, B. A.
 Denney & Others Palmer

ORATORY

Blackstone, H. Doll, W. Raymond, G. L.
 Boardman Esenwein, J. B. Scott, W. D.
 Brownlee Hollister Shurter
 Carr, E. H. Immel Shurter &
 Clark & Kleiser Watkins
 Blanchard Lockwood & Southwick, F. T.
 Coursey, O. W. Thorpe Stratton, C.
 Craig Neil, C. E. Watkins, D. E.
 Craig, A. E. O'Neill & Weaver Werner, E. S.
 Davis, H. Phillips, A. E. Winning Speeches

RECITATIONS

Andrews, A. Horace Mann O'Neill, A. T.
 Blackstone, H. Readers L.
 Bryce, C. T. Le Row Sindelar
 Craig Lovejoy & Skinner, A. M.
 Davis, H. Adams Skinner, A. W.
 Deming & McHale, F. Skinner, C. H.
 Bemis New Dialogues Stitt, E. W.
 Fry, E. S. Treble, H. A.

**SOCIOLOGY, ECONOMICS
AND CIVICS****SOCIOLOGY**

Beach, W. G. Burgess, E. W. Cooley, C. H.
 & Others

Dow, G. S. Kirkpatrick, E.
 Edman, I. A.
 Elwood Keller
 Fairchild, H. P. McMahon
 Finney Miller, H. A.
 Groves, E. R. Park & Burgess
 Gumplowicz Phillips &
 Hall, M. Newton
 Hart, J. K. Queen, S. A.
 Hartman, G. Rolfe
 Ross, E. A. Williamson

AMERICANIZATION

Almack, J. C. Douglas & Mills Mavity &
 American Citi- Dunham Mavity
 zenship Dunn Mills
 Ashley, R. L. Dunn & Harris Morgan, T. J.
 Barnard & Evans Educational Monroe, W. B.
 Beard & Beard Foerster, N. Mowat, O. W.
 Bennion, M. Goldberger, H. McCormi, A.
 Binford & Graff Guiteau, W. B. Perry, B.
 Blachley & Hall, A. Reinsch
 Oatman Hepney & Hepney Richman &
 Boas, R. P. Hill, M. Wallach
 Bradshaw Hill, M. E. Sharpe, M. F.
 Bryce, J. Cabot, E. L. & Hughes, R. O. Thompson, C.
 Others Carlton McPheters, Cleveland &
 Davis, E. E. J. De Koven, Mrs. Mahony & Her-
 R. lyhy Dole, C. F.

ECONOMICS

Adams, H. C. Eldridge, S. Marshall & Lyon
 Andrews, E. B. Fairchild Mill, J. S.
 Ashley Faubel, A. L. Monroe-Miller
 Beard, M. Field, Marshall & Morehouse &
 Belloc, H. W. Graham
 Bishop Fiske, J. Moriarty
 Bishop & Keller Fradenburgh, O'Hara, F.
 Bogart, E. L. A. G. Osgood
 Bogart & Franklin, F. Regents
 Thompson Furniss, E. S. Reuter, E. B.
 Brownell, H. Garner, J. W. Riley
 Bullock, C. J. Gettell Sanford, G. W.
 Burgess, E. W. Gide, C. Seligman,
 Burke, E. J. Hamilton, W. H. Splawn &
 Callender Hawtry Bizzell
 Carver, T. N. Hecht, J. S. Tirrell
 Chapman Hicks, F. C. Turner, J. R.
 Cole Hughes, R. O. Taussig, F. W.
 Cowdrick, E. S. Jevons, W. S. Taylor, E. M.
 Daniels, W. M. Johnson Thompson, C. M.
 Day, C. Jones Vogt, P. L.
 Dewey & Shugrue Laing, A. M. Waters, C. M.
 Dole, C. F. Dole, J. A. Webster, W. C.
 Dow, G. S. Dunbar, C. F. Latane, J. H. Williamson
 Dunbar, C. F. Laughlin Wilson, W.
 Edie, L. D. Lyon Woodburn, J. A.

CIVICS

Adams, E. W. Gorton, A. T. Levis, E. C.
 Allen, W. H. Greenan & Lowell
 Ames & Eldred Meredith McCarthy, Swan
 Ashley, R. L. Guiteau, W. B. & M.
 Bartlett, W. H. Harman, Tucker McCleary
 Boynton, E. D. & Wrench Magruder, F. A.
 Brown & Howard Harris, S. Matheny, W. P.
 Capes, W. P. Hartman, G. Miller, C. F.
 Dawson Higgins, A. M. Moley, R. &
 Doughton, I. Hill, H. C. Cook, H. F.
 Douglas & Mills Hill, M. Morgan, D. S.
 Dunn Howe, F. C. Munro &
 Duvall Howe, J. B. Ozanne
 Egan, J. B. Hoxie, C. de F. Ogg & Ray
 Field, C. R. Hughes, R. O. Olcott, N.
 Finch, C. E. Hunter & Whit- Peterman
 Fitch, A. N. man Powell
 Foote, J. W. James & Sanford Ray, P. O.
 Forman, S. E. Jenkes, E. Regents
 Fradenburgh, A. G. Johnson & Reinsch
 Fryer, J. F. Ransom Smith, J. F.
 Garner, J. W. Jordan, R. H. Swan
 Gauss Kaye, P. L. Swaney, W. B.
 Lapp, J. A. Townsend, C.

CIVICS—Continued

Triplett & Wenzel
Hauslein West, W. M.
Turkington, G. A. Williamson
Turkington & Rogers
& Sullivan Willoughby
Wallace, D. D. Wilson, W.
Woellner

Wolfson
Woodburn &
Moran
Ziegler, S. H.
Ziegler &
Jaquette

Mowry & Mowry Powell, E. A.
Oman, C. W. C. S. M. G.
Palmer, G. H. Scobey & Horne Whitehead, A. C.
Perry, B. Scudder, H. E. Whitney & Perry
Perry, F. M. Shaw, E. R. Woodburn &
Perry & Beebe Tappan, E. M. Moran
Thomas, I.

STATE GOVERNMENT

(General) (Mich.) (Ohio)
James & Sanford Chase Reinsch
Kimball, E. Pattengill, H. R. Young
Nida, W. L. (Minn.) (Ore.)
Reinsch James & Sanford Philips
Sheldon, A. E. (Mo.) (Pa.)
Wilson, W. Loeb Highby
(Cal.) (Mont.) Loeb & Viles James & Sanford
Sutton (Conn.) Swain, H. H. Maltby
Douglas & Mills (New Eng.) Shimmell, L. S.
(Ill.) Butler, W. R. (S. D.)
Dodd & Dodd James & Sanford Ransom, F. L.
(Ind.) (N. J.) (Tex.)
James & Sanford Lawlor Triplett &
(Ia.) Phillips Hauslein
Horack (N. Y.) (Wash.)
James & Sanford Boynton, F. D.
Seerley & Parish Hoxie, C. de F.
(Me.) James & Sanford Lewis, V. A.
Starkey Phillips
(Md.) Sullivan, J.
Philipps (N. Dak.) James & Sanford
Boyle, J. E. Reinsch

DRAMA

Bell Harrington, H.
Comstock, F. A. Headland &
Cuddy, McCauley Treble
& Beatty Holbrook, F.
Dalkeith Hubbard
Doheny, M. A. Johnston &
Elmore, E. & Barnum
Carns, M. L. Knight
Field, R. L. Leonard, S. A.
Form-Room Plays MacDonald, G.
Garnett Mintz, F. S.
Goldstone, G. A. O'Ryan &
Goodlander, M. R. O'Ryan

ECONOMICS AND CIVICS

Baird, A. C. Latimer Martin & Davis
Castle Leland, A. P. Nordhoff, C.
Chamberlain, L. Little Schoolmate Our City
F. Ser. Waldo
Curtis, M. I. McBrien Markwick &
Fryer, J. E. Smith Wilson, W.

FAIRY TALES

Andersen Bretano, K.
Ali Baba Brooks, E.
Arabian Nights Burke, S. J.
Bakewell, M. E. Clarke, M.
Baldwin, J. Friedlander, G.
Barrie, J. M. Greene & Kirk
Baumbach Griswold, F.
Beston, H. B. Kingsley, C.
Lang, A. Williston, J. P.

FOLK-LORE, MYTHOLOGY, ETC.

Æsop Francillon Powers, E. M.
Arnold & Beem Frisbee Pratt, M. L.
Baker, R. B. Gayley Robin Hood
Baldwin, J. Greek Myths in Scudder, H. E.
Black English Dress Seemann
Brown, I. Greene, F. N. Serl, E.
Bryce, C. T. Guerber, H. A. Sims & Harry
Bulfinch, T. Hall, J. Snell, R. J.
Clay, B. Hamilton, M. A. Stafford, A. O.
Comstock, F. Harrington & Stanley, A. A.
Connelley, W. Telman Tales of King
Cornyn, T. H. Holbrook, F. Arthur
Cowper, F. A. G. Hyde, L. S. Tatlock, J. M.
Creswick Judd, M. C. Thorne-Thomsen
De Garmo, C. La Fontaine Warren, M. R.
D'Ooge, B. L. Lanier, S. Washburne, M. F.
Eastman & Lee, J. & Carey, White, C. A.
Eastman J. T. Wiley, B.
Edwards, W. A. Lyback, J. R. M. Wilson, G. G.
Edwards & McGregor Wilson, G. L.
Spence Mabie, H. W. Wiltsie, S. E.
Ellis Newell, C. Wragg
Fairbanks, A. Nixon-Roulet, Zimmern, A.
Farmer, E. V. M. E. Cummings
Foster & Peabody, J. P.

GEOGRAPHY

Aarund Folton, W. Clark, V. B.
Aitchison & Uttley Cammaerts, E. Colum, P.
Allen, N. B. Brigham Cook, Capt.
Allen, N. B. & Brooks, E. C. Dalgleish
Robinson Carpenter, F. G. Dutton, S. T.
Babson, R. W. Carroll, C. F. Entwistle, M.
Baldwin, J. & Chamberlain & Faris, J. T.
Livengood Chamberlain Bates, K. L. Fuentes &
Barrows & Parker Chance Francois
Hendrick, B. J. Moores, C. W. Gilman, I. A.

CITY GOVERNMENT

Baker & Ware Howe, F. C.
Fassett, C. M. Kimball, E.
Nida, W. L.

CONSTITUTION

Andrews, I. W. Leidlaw Rexford &
Burdick, C. K. Leigh, R. Carson
Cloud, A. J. McBain, H. L. Southworth, A. T.
Cloud & Meany & Rogers, L. Thorpe, F. N.
Elliott, E. Madison, J. Turkington
Gettell, R. G. Maurer & Jones White, A. B.
Guitteau & Webster Norton, T. J.

NATIONAL GOVERNMENT

Am. Citizen ser. Hayes, B. T. Reinsch
Bacon & Morse Hinsdale, B. A. Shimell, L. S.
Bartlett, W. H. James & Sanford Stickles, A. M.
Beard, C. A. Jenks, E. Synon, N.
Chancellor, W. E. Kimball, E. Thorpe, F. N.
Clark, S. S. Long J. R. Turkington, G. A.
Davis & McClure Magruder, F. A. Wallace, D. D.
Fitch, A. N. Maltby West, W. M.
Follett, M. P. Moran, T. F. Wilson, N.
Forman, S. E. Nida, W. L. Wilson, W.
Garner, J. W. Nordhoff, C. Woodburn &
Guitteau, W. B. Ousley, C. Moran
Hart, A. B. Philips Young
Haskin, F. J. Reed, T. H.

Supplementary Reading**ART**

Carpenter, F. L. Cyr Williams, L. M.
Schwarz, J. A.

BIOGRAPHY

Bachman Eginhard Hoffman, U. J.
Baldwin, J. Elton Horne & Scobey
Beebe, M. B. Foote & Skinnars Horton
Bok, E. Fournier, A. Hyde
Brower, H. Franklin, B. Keller, H.
Brown, H. G. Fryer Kelley, M. D.
Burton, A. H. Gerwig, G. W. Kincaid, C. A.
Canton, W. Gordy, W. F. Kingsley, N. F.
Carnegie, A. Goss, D. Kupfer, G. H.
Children's Heroes Haaren & Poland Lang, A.
Coe Hagedorn Lawler
Corney & Hall, J. Lesserts, W.
Dorland Hamilton, M. A. Lennes, N. J.
Cravens, F. Hathaway, E. V. Mace, W. H.
Egglesston, E. Hendrick, B. J. Moores, C. W.

GEOGRAPHY—Continued

Gilson, J. C. McDonald & Dalrymple
 Gordy, W. F. Martineau, H.
 Green, E. M. Mirick & Holmes
 Guyot Hall & Chester
 Haskell, H. E. Mirza, Y. B.
 Hawkes, E. W. Mokrievitch, V. D.
 Henderson, R. Holmes & Wheeler Moran, G. N.
 Horton Huntington, E. Morris, C.
 Johonnot, J. Morton, E. P.
 Jonckeere, R. Nansen
 Kaleel, M. J. National Geogra- phic Mono.
 King, C. F. Nida, S. H.
 Krout, M. H. Olmstead & Grant
 Lawrence, M. S. Patterson, S. L.
 Lee, Y. P. Perdue & La Victoire
 Lide, A. A. Perkins, L. F.
 Little, B. M. Pitkin & Hughes
 Long, C. C. Porter, L. S.

HISTORY

Alexander, M. C. Harding & Humphrey, M.
 Arnold, E. J. Harding
 Baldwin, J. Harris, J. C.
 Bass Hebard, G. R.
 Benezet, L. P. Higginson, T. W.
 Bennett & Haniphy Holbrook
 Bevan Blaiddell & Frantz
 Blaiddell, A. F. Hubbard
 Blaiddell & Ball Johonnot, J.
 Bolton, W. Jordan, D. S.
 Bourne & Benton Josselyn & Talbot
 Brittain & Harris Knight, A. E.
 Brooks, E. C. Knowlton
 Burnham, S. Krapp, G. P.
 Burton, A. H. Lamprey, L.
 Cameron, A. G. Lansing, M. F.
 Carpenter, E. J. Lefferts, W.
 Chandler, A. C. Livingston, R.
 Clarke, M. W.
 Coe, F. E. Logie, A. E.
 Cooke, J. E. Longmans
 Corson & Cornish Mace, W. H.
 Creighton, Mrs. Marshall, L. C.
 Crowe, M. Massey & Wood
 Dale, L. Matthews, P. L.
 Davis, W. S. McMurry, C. A.
 Desmond Meeker & Driggs
 Dopp, K. Melody, G.
 Dreher & Hammer Motley, J. L.
 Dutton, M. B. Mowry, W. A., &
 Eckenrode, H. J. Mowry, A. M.
 Eggleston Mowry, B. S., &
 Faris, J. T. Mowry, W. A.
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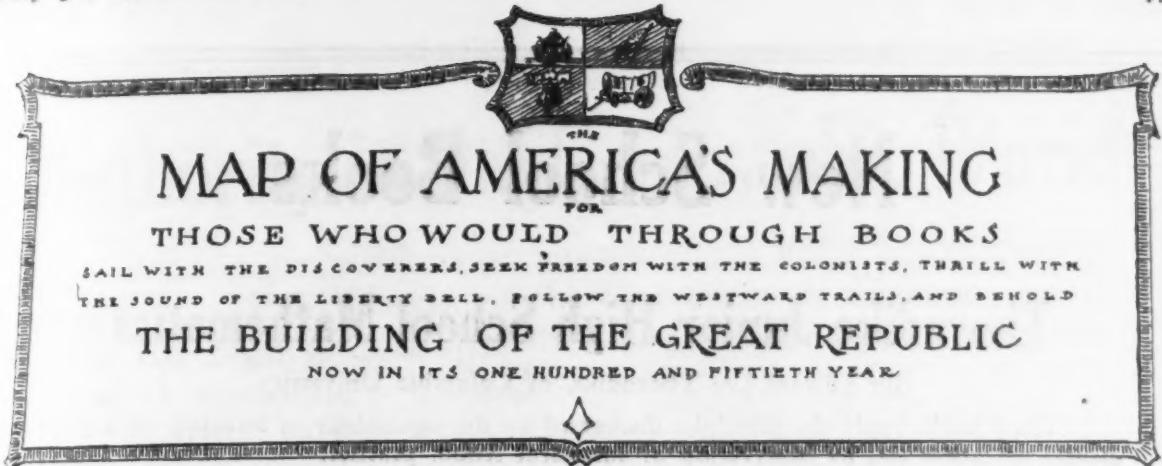
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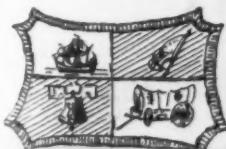
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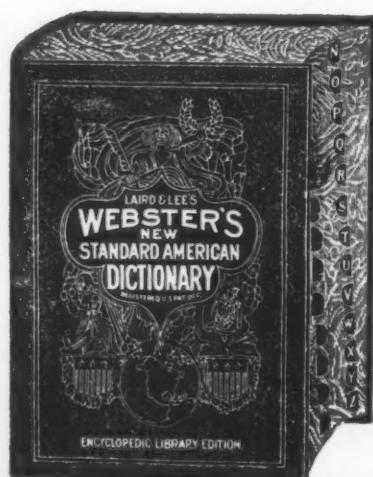
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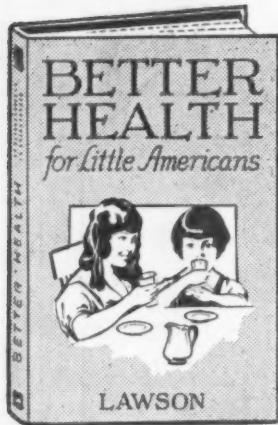
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